

**ASPIRA LEADERSHIP DEVELOPMENT**

**CURRICULUM**

**MANUAL FOR STAFF TRAINING AND  
FOR THE USE OF CLUB FACILITATORS**

**Aspira of New York, Inc.**

**c. 1989**

**CURRICULUM  
FOR  
ASPIRA'S LEADERSHIP DEVELOPMENT PROGRAM**

**CLUB FACILITATOR/COUNSELOR MANUAL**

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## PREFACE

"The first father of the Guaranis rose in darkness lit by reflections from his own heart and created flames and a thin mist. He created love and had nobody to give it to. He created language and had no one to listen to him.

"Then he recommended to the gods that they should construct the world and take charge of fire, mist, rain, and wind. And he turned over to them the music and words of the sacred hymn so that they would give life to women and men.

"So love became communion, language took on life, and the first father redeemed his solitude. Now he accompanies men and women who sing as they go:

"We're walking this earth,  
We're walking this shining earth."

**Eduardo Galeano**

Aspira has been "walking this shining earth" for just twenty-eight years, such a short time since Dr. Antonia Pantoja gave us the language to sing and the power to love ourselves and our community. We have walked long enough to know that there is a luminous center in this world - a place of souls: whence we draw the energy and hope and love and glory in our daily efforts to maintain the flickering glimmer of hope called freedom. Freedom's promise is our raw fuel and the grail at the end of our quest. It is a freedom in unity, its strength arises from the rights and responsibilities inherent in our membership in communities. We know this from the lore of those who have gone before us - the Tainos, the Guaranis, the Chibcha, the Inca, the Maya, the Iroquois and all the other natives of the Americas; and we will ensure our perseverance in the quest until those who come after are prepared to carry on - our children and our children's children. It is a circle whose bounds we affirm with each student we graduate, each reform we achieve, each tear we catch as we embrace the weary, and each smile we share with the joyous.

We count ourselves among a heroic company traveling through time on this quest. They are those who have dared to question, whose courage emboldened them to champion the cause of the meek, whose energy empowered the disinherited, and whose vision unleashed the energies of peoples. The rumblings of our journey can be heard around the world. Their voices are those of the Puerto Ricans, the African-Americans, the elderly, the urban youth, and the homeless. If you stop and put your ear close to the ground, you will hear Nicaraguan voices calling your name; if you listen still closer you will know too that the South Africans are calling out to you; indeed listen still longer and you will hear the chorus, a multinational ensemble, chanting the rhythmic language you share, libertad, communion, amor! Seen in a different light and sung in a different voice we hear, awareness, analysis, action....Identidad, investigacion, accion.

Daily we are joined by people whose spirit encourages us to dream of loftier goals. Daily we are joined by people whose passion entreats us to dream of a gentler, more democratic world. Daily we are joined by those whose skills empower us to dream of new ways of thinking, of better solutions to our problems, and of tools that can vitalize people. The Leadership Curriculum which follows is the result of contributions made by persons embodying each of these qualities. It is a synthesis of thought derived from many fields including law, public policy, education, and psychology. Our belief is that it will be the strongest leadership development curriculum for minority youths in the country, if not the world. Throughout the process of writing this curriculum our guiding light has been the desire to make this earth shine brighter as a result of our efforts. We believe the curriculum will achieve its desired end - to unleash the leadership capacity in our youths and challenge them to dream of a better world.

Some of those who have helped us on this segment of our journey and to whom we are indebted for their ideas include: The Puerto Rican/Latino Education Roundtable, the Association of Puerto Rican Executives, the Congress for Puerto Rican Rights, the Coro

Foundation, Cornell University, and Outward Bound, among others. It has been said that "I can see this far, but for the fact that I stand on the shoulders of giants" - these organizations have been pioneers in leadership development and experiential learning, and we recognize that our gains are their gains as well.

In addition, there have been those who contributed thoughts, feelings and experiences drawn from their participation in the Aspira Process: counselors, students, faculty advisors and members of the Aspira staff. Theirs is a testament to the men and women who sing Aspira's song as they go.

Finally, those who have written this curriculum deserve special praise. Theirs is a momentous contribution, and as such they will be long remembered in the institutional memory of Aspira. For this curriculum forms the cornerstone of the organization. From it flow all the filaments of Latino empowerment looping those who came before together with those who follow, thus forming this band of travelers called *Aspirantes*. To Luz Towns-Miranda, Julia Rivera, Arcadio Torres, Luis Pena-Barrero, Cruz Sanchez and Henricus J. Stander III, Aspira extends gratitude and joy that they too are now "walking this shining earth" with Aspira.

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**SECTION I**



## SECTION I

INTRODUCTION

The recognition of the importance of a knowledgeable and committed leadership for the growth and well-being of a community has been a priority for the Puerto Rican community in the US since the late 1950s. This priority became an action-goal that achieved realization in 1961 when we succeeded in establishing the first Puerto Rican institution — Aspira. From the beginning Aspira has had leadership development as its primary mission. This mission becomes actualized through a program that works with Puerto Rican youths who are organized in high school and college clubs. In the last two decades Aspira has taken responsibility to expand its target population to include other Spanish speaking groups. Today, it offers services not only to Puerto Ricans, but also to Dominican, Cuban, Chicano and Central and South American youth living in the City of New York. Throughout its twenty-eight years of existence, Aspira's commitment to its initial mission of leadership development has remained unchanged.

The Aspira Leadership Development curriculum represents one more step in Aspira's commitment to move ahead in a structured and focused way on the mission of leadership development for Puerto Rican and other Latino youth.

An inquiry regarding the conditions faced by our Puerto Rican/Latino youth within the New York Public school system clearly establishes the bleak reality of educational malnourishment. Close to 80 percent of Puerto Rican/Latino youngsters leave school without a high school diploma. Approximately 50 percent of overcrowded and 63 percent of intensely overcrowded community school district schools are majority or predominantly Latino. Thirty two percent of overcrowded, and 48 percent of intensely overcrowded high schools are majority or predominantly Latino. Barely four percent of the students enrolled in higher education institutions are Latinos.

Adding to these negative realities the socio-economic indicators signal momentous disenfranchisement within the Puerto Rican/Latino community. More than one million Latinos live in poverty in New York City. Puerto Ricans make up 70 percent of that figure. Median Puerto Rican family income is \$10,784. Eighty percent of Puerto Rican single parent headed households live below the poverty line; 40 percent of all Puerto Rican households in New York City are headed by single women. Puerto Rican unemployment is at 18 percent. Latinos occupy over 50 percent of the dilapidated housing units in this city, and pay over 35 percent of their gross income in rent. Puerto Rican homeownership is negligible. At ten percent, there is no comparison to White or Black ownership at 38 and 27 percent, respectively.

The realization of this chilling situation makes evident the need for Aspira's Leadership Development Program to have intentionality. This intentionality should be achieved by directly offering youths in Aspira a curriculum that is delivered in both academic and experiential components that are exposures type of experiences with specific leadership skills development objectives.

#### THE ASPIRA MISSION

Founded in 1961 by Dra. Antonia Pantoja and other concerned Puerto Rican educators and professionals, Aspira is committed to the fundamental belief that the path out of poverty must be through education. Our mission is to foster the social advancement of the Puerto Rican and Latino community through education and the development of a socially enlightened and committed leadership by offering youth guidance and assistance commensurate with their educational and career goals. We encourage youths to strive. We are cognizant that education apart from concern for and commitment to others is a limited value in terms of community building. We are, therefore, inspired to orient youth not only towards the acquisition of knowledge and greater professionalism, but also towards a deep appreciation of their cultural roots and a comprehensive assessment of their community's needs and resources.

### THE ASPIRA STRATEGY

A firm belief that Puerto Rican and Latino youth can and should succeed underscores the success of the Aspira Process. The Aspira Process focuses on developing the potential of Latino youth to become leaders, for which achieving high levels of education is a necessary requirement. This process consists of a network of services and activities that foster aspirations, self confidence, the ability and determination to pursue higher education, and a lasting commitment to help others in the community.

A strong youth leadership development program, organizational and fiscal stability, well coordinated, comprehensive and sophisticated action, and oriented research and advocacy apparatus are the "core strategy" of Aspira. Aspira is committed to promoting educational excellence and competence, institutional accountability and reform, and an articulate youth leadership in the Latino community.

### SERVICE METHODS

The Aspira Youth Leadership Development Program is the vehicle whereby the philosophy of developing the leadership potential of Puerto Rican and other Latino youth is put into practice. Students in the Aspira Youth Leadership Development Program, "Aspirantes", engage in what we call the "Aspira Process". Aspira uses a club structure as a means for carrying out the Aspira Process. This process involves three concepts:

Awareness

Analysis

Action

These concepts are manifested in the following manner:

Awareness: The process of becoming aware of one's cultural, racial and ethnic background and history. Discovery of self-value and value of others.

Analysis: The process of finding out about oneself, about other cultures, and about the world around us. Participants engage in critical thinking, including scrutiny and inquiry. In doing so, one expands knowledge and value of self and others while appreciating skills necessary for life's long task of living.

Action: The process of putting the knowledge and skills one has acquired to use for the benefit of self and others, especially of one's family and community.

The Aspira Process is a continuous one. At first, students may have to make a conscious effort to become aware, analyze and act. Later, as they mature, gain experience, knowledge and skills, they begin to automatically apply the process throughout their lives. By helping youths to establish pride in their background and own individuality, they are able to exercise individual potential within the context of the more complex, larger society. The program serves as a vehicle for the development of democratic principles and a commitment to those principles. The program also creates a climate of concern for others. It provides an opportunity for students to learn to take responsibility for themselves and to develop a sense of autonomy, self-determination and esteem. It develops motivation and a desire in each participant to change his or her own situation. The exercise of responsibility propels self-development within the context of community development.

## SECTION 11

**ACKNOWLEDGEMENT**

The writers wish to reiterate their indebtedness to Dr. Antonia Pantoja whose theories of leadership development as articulated in Aspira National's Public Policy Manual befittingly became the source of what is presented in this section.

## SECTION II

THE PHILOSOPHY OF LEADERSHIP

We accept and operate from a perspective that everyone possesses leadership potential. While certain personality characteristics may distinguish people as extraordinary in their abilities to influence others and shape the circumstances of events, the way out of the serious conditions of economic and political disenfranchisement among Puerto Rican and other Latino citizens cannot depend upon these people alone. There must be multiple opportunities and mechanisms (1) for seeking out and assisting the untapped talent and (2) for allowing all people to exercise their talent to the fullest. If one rejects the "divine right" or "inherent birthright" theories of leadership (as we do), one is free to study leadership as a composite of values, styles, circumstances, characteristics, skills and behaviors for the purpose of replicating and approximating an educational experience for young people. We can further introduce, in an educational program, values not always held by public leaders, i.e., accountability to one's constituents; a commitment to developing talents and skills in others; leadership as a privilege with an accompanying responsibility for stimulating ideas, providing direction and vision among one's constituents.

Thus, the Aspira Leadership Development Program is an educational program to develop the following characteristics and skills. The curriculum is specifically designed to promote the development of these attributes.

Characteristics

- knowledge of one's self (strengths and weaknesses).
- self confidence and poise.
- ability to use language and articulate ideas from a multicultural, multilingual perspective.
- sense of timing and spatial arrangements.
- ability to motivate and influence others.

- social skills for public use and interpersonal relationships.
- a sense of purpose reinforced by a personal philosophy.
- a sense of social responsibility and public service.
- ethnic pride, affiliation and a knowledge and value of the history of one's group.
- ability to relate to, value, respect and work with others.
- ability to locate oneself in various kinds of settings with all kinds of people.
- desire to improve oneself.
- sense of personal power and ability to use authority.

### Skills

- communicating skills.
- public speaking skills.
- debating skills.
- research skills.
- analytical and synthesizing skills.
- decision making skills.
- ability to set goals, mobilize and organize others for action.
- ability to hold a group to its expressed values and commitments.
- problem posing/problem solving skills.
- ability to locate and use resources.
- ability to create design, structure and form.
- group work skills.

These characteristics and skills must rest on a firm foundation of knowledge and information related to the particular situation of one's group, the cultural, political, historical and social context of its interaction with the larger society.



### THE LEARNING APPROACH

In using the manual the facilitator/counselor, as well as the youth participants, will find that we offer a specific philosophical approach and set of beliefs and values in presenting our content. We believe it is important to place these values and philosophy centrally and in the very beginning because the participant as well as the facilitator/counselor will be conscious of their influence on the content and will also test their consistency in the learning/teaching process.

There is a strong philosophy behind the content in this learning manual. For us, the philosophy of learning becomes the method of learning as well as the model of learning. That is to say, one must practice what one preaches.

The curriculum and teaching methodology is based on the following principles:

- participants learn best when they are self-directed and they engage in problem solving and problem posing situations.
- counselors/facilitators are more effective in their role when they are a resource for learning rather than the source of learning.
- a small group of committed participants facilitates the learning.
- knowledge can be generated through many activities, and knowledge generated by research is one of many processes.
- education that is meaningful and purposeful to the learner, must incorporate the learner's educational needs, interests and objectives as well as the resources they bring to the hearing process.
- formal education should be a part of an ongoing and continuous process in the life of a learner, and it should not separate the participant from her/his life situation, circumstances and community.
- alternative education provides a significant opportunity to have education become purposeful and meaningful for community development/community restoration goals.

Throughout the program, we encourage participants to develop and use skills of inquiry, analysis and examination to find the necessary answers to make their future community work more purposeful and targeted.

Therefore, the teaching methodology must provide opportunities for our participants to develop/reinforce skills of analyzing, synthesizing, conceptualization, data gathering, evaluating, disseminating (both oral and written) and to come to regard these skills, unknown to them or previously rejected by them, to be crucial for community development activities.

In using this method of teaching, the participant's learning is what counts. Teaching is the strategy to this end. These two ideas do not always come together in public school education. In this program, the emphasis must be on the learner, not on the teacher. However, the teacher is crucial in the learning process. The participants must be actively involved in learning and observing themselves as learners.

So many teachers say, "they (the student) didn't hear a word I said", or "they have no idea what I'm talking about" or "they just don't know how to listen". In these examples, it is the student who is blamed for not learning while the teacher is not a suspect. In this situation, no one is asking how the learning is to become effective. Unfortunately, in the majority of cases, the student who is blamed for not learning is a student who is culturally and/or linguistically different. The student becomes the victim and is blamed for not learning, while educators discover numerous complex, culturally biased, and ethnocentric theories to substantiate withholding learning from a particular few.

Therefore, in our project, the educational emphasis is on both learning and teaching, and the method of directing that learning is what is known as learner-centered education.

The lesson plans in this manual will discuss activities involving the facilitator/counselor and the participant that will promote skills, insights, techniques and

basic competence. The purpose of the materials is to promote learning that is expandable, that produces critical thinkers and problem solvers, learning that convinces the participant that he/she is a learner!

This philosophy/process of learning is implemented when both participants and counselors/facilitators can question and discuss ideas and skills, and transfer these ideas and discussion into purposeful action. The participant must be actively involved in the learning while being the center of the learning.

Learning must progress from the known to the unknown. Participants must build upon information and skills that they already possess, thereby, having receptivity for new ideas. Learning must always be tied to the participant's daily life experiences. This simple and obvious statement is an essential prerequisite since all people have a way of looking at things, (the world) as a frame of reference. We were all brought up in certain homes, communities and cultural settings. We have an environmental-cultural frame of reference, as well as societal influences. Many factors are responsible for the ways in which we see things. Thus, our learning must consider, enhance and use that frame of reference.

The kind of educational philosophy that we speak of is associated with names such as Friere, Frankel, Brunner and many more. It is called by such names as Dialogical Process, Inductive Method of Learning, Inquiry Learning, and so on.

#### ROLE OF THE FACILITATOR/COUNSELOR

The major technique and the philosophy come together in Creative Education. Dialogue is both a philosophy and a technique. The facilitator/counselor is essential to this process, although the learner is the central person who teaches her/himself. The facilitator/counselor uses a technique of asking key questions to assist the learner in problem solving so as to arrive at a greater clarity of her/his values, ideas, goals, experiences and, in general, the world

around him/her. This is the reason that we call the counselor, a facilitator. The problem posing process takes a great deal of skill on the facilitator's part. It necessitates the facilitator/counselor to carry a solid knowledge base which enables him/her to recognize the participant's lack of clarity in an unsolved issue, problem, concern, consideration that the participant is experiencing, and the condition(s) that are preventing effective problem solving. These latter prerequisites require that the facilitator/counselor have a clear and comprehensive understanding of the participant, his/her environment, interest, needs and goals. The dialogue or dialogical process allows the learner to talk aloud, hear her/himself and the blocks in problem solving, test through dialogue the options, verbalize strategies of action, and make plans for action.

Problem

Problem

Posing

Dialogue

Engagement

Solving

Action

If the facilitator/counselor is skillful, he/she is able to assist the student in asking and answering his/her own questions. In short, the counselor should become a facilitator as the participant gains facility to become his/her own teacher.

The success of the learning is measured by the participant's ability to leave this time-limited experience with the facilitator/counselor with the ability to foresee future situations with a set of tools and a way of structuring his/her environment that allows him/her to evaluate, plan and act effectively.

We believe that all youth programs must concern themselves with the exclusion and alienation of youth because they are significant processes in our society's relationship with its youth. Our basic premise is that youth are disenfranchised by a society that relates to them as a dependent and consuming population. The social roles and responsibilities that youths have carried historically in families, small businesses, neighborhoods and communities have been eroded or eliminated by many social processes beyond the control of youths. In reality, youths are

excluded from the economic life and the decision making structures and processes of the community. The result has been an ill defined or undefined status for youths in communities. The extreme consequences of these conditions are youth vandalism, crime, drug addiction, suicide and youth dropout.

We strive to have all the youth with whom we work understand the place (or "non-place") of youths in society and their ability and responsibility to define themselves by actively participating in the life of their communities. Where our youth find incidents of racism, community deterioration, loss of leadership and apathy, we challenge them to prepare themselves to become socially conscious and involved people.

#### THE TEACHING PHILOSOPHY AND METHODOLOGY

Who teaches, what is taught, and how teaching occurs is not happenstance. Excellence in teaching requires systematic preparation and a thorough understanding of what it is to teach and what is to learn.

We understand and accept education to be a learning process in which teacher and learners constitute a learning community where both learn and grow. We accept that learning is ongoing and continuous. Your involvement with the youth should be seen as part of their total life experience.

The facilitators/counselors who design, test and evaluate the curriculum are expected to utilize these principles as foundation for their interactions with youth. The knowledge base is wholistic. The curriculum is expected to challenge the youth to explore their own ideas, as well as the ideas of others. Theories and concepts in each of these areas are to be used by the facilitator/counselor to validate, challenge and substantiate youth discussions. While we wish not to mystify knowledge, this Aspira program accepts that there is knowledge generated by others that should be known by our youth.

In each content area, we identified a series of problem-posing questions and related concepts. These questions became the questions used to provoke and challenge discussions

with the youths. The questions required that facilitators/counselors have their own answers and be able to address their questions and answers from a knowledge base as well as at a "self-involved level".

We identify problem-posing questions or situations as issues or situations to be worked through. They are not necessarily negative. They are situations requiring that the youth analyze, gather data and engage in decision-making activities.

The curriculum and teaching methodology of this program is based on theoretical understanding and knowledge of community theories, systems theory and theory of learning.

The interactions with the youth should occur primarily in three ways - direct interaction with youth on a one-to-one format, group-to-facilitator interactions with groups of youth, and interaction among the youth.

Since our program is in pursuit of developing leadership and community involvement, skills and values, we require that group interactions become the major method for facilitators to be involved with youths. Through the interaction with peers, youths will discover their potentialities; through interactions with peers, youths will dialogue and critique their perceptions and values with others of a similar age, background and circumstance; in interaction with peers, youths will discover, test and exercise their skills and ability to influence, direct and motivate others. Because we believe that these insights and awareness of self are discovered in relation to others, our program emphasized group sessions as the method for working with the youth. This position did not negate our willingness to offer individual counseling to youth at such times when personal counseling or the particular nature of a problem or other circumstances required that a youth receive individual attention. However, our focus is always on the integration of youth in their peer groups and communities.

THE PHILOSOPHY OF YOUTH PARTICIPATION

We have frequently heard the words, "youth participation" used in a variety of ways. By "youth participation", we mean the involvement of youth in legitimate responsibilities and decision making processes that affect their lives and the functioning of their respective communities.

It is essential for program staff to spell out in detail their definition and the logical parameters and implications of the definition. Throughout the project, it is necessary to evaluate and monitor your commitment and expectation to youth participation. It is necessary that an explicated philosophy of youth participation be thoroughly worked into the staff's program activities. Without such intent, it will be impossible for you to hold the youth to performing the adult activities that are involved in acting in leadership roles. If you treat the youth like children, they will act like children, and they will be unable to function with the maturity and responsibility required.

Throughout the program, you should identify and use safeguards to assure that you are following through on the program's commitment to honest youth participation. This commitment must become yours.

You may use the following kind of activities:

1. At each phase in the project, meet with mentors, speakers and teaching consultants to discuss how you and they can insure and increase the responsibilities of the youth in fulfilling the objectives of the program.
2. Allow the youth participants to involve themselves in practical operations related to the program: decisions regarding the expected behavior of participants; evaluate the quality of the mentors, speakers and other teaching consultants; handle discipline problems; organize project events; elect youth leaders; handle daily assignments; and other decision making procedures.

3. Encourage youth to accept speaking engagements and involve themselves in community activities.
4. Organize a project curriculum committee that allows youth to become involved in decisions regarding teaching content, field experiences, internships and mentor selection.

#### FACILITATOR/COUNSELOR REFERENCE ON PARTICIPANT DIFFERENCES

For any student there exists a set of conditions, or experiences that would assist him in developing a pattern of behavior and an orientation that would maximize the use of all of his resources toward the achievement of a task, in our case, a successful high school career. Therefore, if we are able to define a series of activities that are sensitive to the individual's needs, we would be able to effect significant change in the student's success in high school.

A second variable that would distinguish students from one another is their degree of motivation. It has been our experience that the probability for high motivation increases as the student gets further along in school. This would simply say that among freshmen there are more students who are unmotivated than juniors who are unmotivated, although you will find unmotivated students in both categories.

We have been able to identify basically three levels of motivation: highly motivated, highly unmotivated and a group which is motivated sometimes, but not at other times, who consistently fluctuate between the two outside categories.

A brief look at some of the differences between grade level students would show the following, although the list is by no means exhaustive:

Broadly, a freshman about 13 years old, unadjusted to the high school environment, highly explorative about himself and his relation to others, has very little idea of what he wants to do; he is present oriented. There usually is a high degree of attachment and dependence on the family unit.



Sophomores, on the other hand, have begun to develop a stronger sense of self; have begun to test degrees of independence from the family unit and adults in general; have begun to test their environment on a verbal level at least; have internalized a future orientation; and their dependence on peer groups is beginning to gain momentum. A sophomore is affected strongly by what people his own age think of him and, thus, he is most adaptive to whatever norms the group defines. He generally feels more secure in his high school environment and has begun to adopt some method of negotiating it.

The junior exaggerates many of the characteristics of the sophomore student; has a more developed future orientation; has developed an image of self which he is constantly exploring and testing. At this level he is beginning to be forced to make decisions about social and educational activities. He will during this time begin to hold a set of values inflexibly. He is inflexible only while he is holding these values, but the values themselves are changing so that he may abandon one pattern he held the week before, and just as strongly adopt a new pattern with the highest possible conviction. He has greater independence from home and has begun to adopt new persons as models, the hero concept is strongly evidenced in this period.

Educationally the differences between these groups are more obvious. A junior generally feels that his skills and abilities have already been tested. A freshman feels that he is getting a new chance and he is able to start anew. Defeatism is more characteristic in a junior than it is in a freshman. Defense mechanisms in the junior year are stronger and more difficult to shake. He has already established a relationship with the school, and has an idea of how the school perceives him, judges him and from this he draws a prognosis about the future.

The purposes of outlining these differences are simply to suggest a mode of thinking for a counselor, to offer guidelines in his definitions of student categories, so that his program definition begins to more realistically reflect the needs of different categories of students.

A similar analysis could be made about the motivational level of different students. Briefly, the unmotivated student generally has accepted a different reference from that which the counselor will be suggesting. He has either obtained a great deal of success in some other pattern of behavior, or has had bad experiences, little orientation, and no references in educational/personal achievement.

The fluid group is the group that wavers between motivated and unmotivated. They are still in the process of testing, receiving partial reward from motivation and for lack of motivation. In effect they are students that could go either way depending upon what experiences they have. The motivated student has had a clearer definition as a rewarding approach to whatever he would define as success.

Obviously, the approach that a facilitator/counselor would take to a highly motivated student would be different from the one he would take for an unmotivated student. It has been our experience that the motivated student is one who would seek out the counselor, though he may have many of the decisions made and problems solved, and he comes to counselor for confirmation. "This is the way I should do it, right?"

The counselor who does not recognize this may find himself spending a major portion of his time working with this highly motivated student, in effect helping those who can and are helping themselves. To offer confirmation is an important function and must be done, but the time that takes to do this must be made relative to the time required to increasing the possibility that the fluid student will join the ranks of the motivated instead of the unmotivated, and the time required to tempt the unmotivated student to choose positive personal development.

## CURRICULUM

CURRICULUM

The curriculum is wholistic and comprehensive. Each of the three modules are integrated by goal objectives and process. Youth participants are expected to engage in their learning in such a way that the result is increased knowledge, work skills and social skills for effective and responsible leadership. The content and experiences are purposefully designed to have youth develop conceptual tools that broaden their frames of references, reasoning skills and communication skills.

The educational content consists of three modules of learning/teaching reflecting the Aspira process: 1) Awareness; 2) Analysis; and 3) Action.

Core Content

The core content of four sessions per month sets a foundation knowledge base that is the conceptual and theoretical base for learners to be able to analyze and understand leadership development functioning. At the same time, abstract ideas are made relevant, useful and understandable by a constant interplay between conceptual ideas and concrete information regarding the community and society in which they live (current social problems, social issues, major policy issues, debates regarding allocation of resources, etc.) The content is structured and offered in after school programs.

Following the main section are the lesson plans for the Aspira Club Counselors/Facilitators for the entire year. Each lesson plan provides a complete outline for a session including, objectives and methodology. The lesson plans are organized in chronological order and within contexts of the three component parts of the Aspira progressive process - Awareness, Analysis and Action.

We suggest that facilitators/counselors incorporate these lesson plans into a generic format to be used in each session. The format will be structured as follows: in the first five minutes the counselor/facilitator welcomes the club members of conducts a

quick ice-breaker, to help the students loosen-up and feel at ease. The next 30-45 minutes the counselor/facilitator concludes the session by summarizing what the participants have learned. Wherever possible the counselor/facilitator should positively reinforce the behavior or skills learned in the session by congratulating a group or number of individuals who have taken the lesson particularly well. This positive reinforcement can be done on a one-on-one basis or in front of the group where appropriate.

#### NEEDS TO BE ADDRESSED

The problem addressed is the need for a leadership development program curriculum that:

- responds to the need to offer potential Puerto Rican and other Latino leaders a development program that offers values, knowledge, concepts, and skills through formal educational vehicles alongside experiential activities that give a reality context to the knowledge;
- aims at the development of leadership among young adults and youth in the Latino communities recognizing that youth are capable of participating in the resolution of problems of their community;
- recognizes that Latino leaders must be offered the tools to participate effectively in the arena of public policy as an instrument for social change;
- recognizes and incorporates the differences among the distinct and different communities that have been lumped together under the word Hispanic, providing for the instances when it is politically wise to pull together while providing for the growth of those communities most deprived by identifying them separately and distinctly.

AWARENESS/1

**MODULE 1: AWARENESS****Description**

This module presents the basic premises to effectively develop self-perception and realization, emphasizing the value of self and others within the context of one's culture, history, and the socialization and acculturation processes.

**Rationale**

A positive understanding of self and cultural/historical heritage enhances self-esteem and encourages youth to strive for success. Moreover, by dispelling myths and stereotypes about themselves youth become able to participate in our multicultural society in a more meaningful and effective manner.

**Goals** - Participants will:

1. Develop their ability to assess their personal understanding of their own culture, its values and traditions.
2. Become familiar with the acculturation process and its impact on self and others.
3. Develop awareness of the effect of their own feelings, values and attitudes about their heritage and customs.
4. Learn to identify the value underlying current myths, stereotypes and perceptions affecting Puerto Ricans/Latinos and other minority people, especially among the young.
5. Identify personal resources and skills that contribute to educational excellence and community development.
6. Develop awareness of their leadership potential for personal and professional growth as agents of social change.

**Objectives** - Participants will be able to:

1. Identify the multiple purposes of self assessment.
2. Develop a framework for assessing individual and group dynamics.
3. Identify the three elements of the Aspira process.
4. Identify four factors that affect the communication and understanding process among youths.
5. Cite three elements of clear written and spoken communications.
6. Identify traditional customs and values within the Latino community and its relevance in our daily living.
7. Identify elements of critical thinking and empirical analysis.
8. Identify rights and responsibilities of young people.



MODULE I  
SESSION I, II & III  
(Sessions)

45 Minutes  
(3)

ACTIVITY 1: WELCOME AND GROUP EXERCISE

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Introduce themselves and become aware of their styles of introduction.
2. Understand the basic expectations of their participation in the group and how the group will be of value to them.

**METHODOLOGY:**

1. The counselor/facilitator welcomes the participants to their first club meeting and leads the group to encourage introductions and helps foster the preparatory environment for the club members.
2. Club members are asked to:
  - a. State their name.
  - b. Choose a fruit, animal or feeling that they can associate with.
  - c. Remember each other by name and/or chosen association.
3. After all the participants have completed the above, they are asked individually to introduce each other. They are then asked to consider what they chose to share and what they chose not to share, as well as, how comfortable or uncomfortable they felt. Students are asked to think about how they may share certain aspects of themselves or participate in a certain way in the Aspira club and if that differs from how they do in a classroom setting or an extended family situation. The counselor/facilitator must acknowledge that it is natural to present different public selves in different settings, but that it is important to understand this and to try to be conscious of what part of ourselves we choose to share.

## MODULE I

90 Minutes

## SESSION I &amp; II

(2 Sessions)

## ACTIVITY 2: ASPIRA MISSION AND PHILOSOPHY

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Begin to understand Aspira's mission and philosophy by sharing with them the mission statement, the philosophy statement and the thinking behind the Triple-A process: Awareness, Analysis and Action.

**METHODOLOGY:**

1. The counselor/facilitator should distribute the above stated materials to the participants during the recruitment drive, and particularly during the first session of the year. During that first session the Triple-A process will be explored within the context of that first exercise.
2. The counselor/facilitator should close the session with a ten minute wrap-up on the purpose of the session.

MODULE I  
SESSION III

30 Minutes

## ACTIVITY 2: EXPECTATIONS - BRAINSTORM

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Articulate their expectations vis-a-vis their participation in the Aspira club.
2. Understand the value of early goal-setting as both a program guide and a measure of end-product achievements.

**METHODOLOGY:**

1. The counselor/facilitator will brainstorm expectations and or questions related to the Aspira Club. Questions will be listed on newsprint to review at the end of each module and prior to the end of the year's program.
2. After the brainstorm the counselor/facilitator will provide an overview of the program, focusing on areas of importance in the Aspira Process.

**MODULE I  
SESSION IV**

45 Minutes

**ACTIVITY: TENNESSEE SELF-CONCEPT SCALE****OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Appreciate the value of self-assessment.
2. Understand that tools can be used to measure one's growth and change over a period of time.

**METHODOLOGY:**

1. The counselor/facilitator should explain that this test will be used to measure the way in which the students perceive themselves and how that perception might or might not change over the course of the year. The counselor/facilitator should explain the utility of such tools and how they can be used by the participants to better understand themselves. Finally the participants should be made aware of the fact that they will again be tested at the end of the year to actually measure the change.
2. The counselor/facilitator should pass out the test, answer any questions the participants have, and then collect the test once they are completed. Finally the participants should be thanked for sharing what they have shared and for participating in an exercise that will help them as well as the Aspira staff to better serve their needs.

## MODULE I

## SESSION V

45 Minutes

## ACTIVITY: THE DUAL PERSPECTIVE

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Define the Dual Perspective.
2. Define ethnocentrism.
3. List two general attitudes about the "dominant" society shared by most groups.
4. List two traditional values or principles of Puerto Rican/Latino people.
5. List two traditional philosophical attitudes about self among the Puerto Rican/Latino people.

**METHODOLOGY**

1. The counselor/facilitator and/or invited speaker presents the Dual Perspective and ethnocentric concepts.
2. Participants will list:
  - a. Qualities frequently associated with people of different cultural and ethnic backgrounds and
  - b. General attitudes most people share about the dominant society.

This activity is to help students conceptualize the need for definitions, specifications of how and when definitions are applied, and the awareness that will guide a multicultural, multilingual perspective and the importance of responding to an ethnic value system.

**I. Definitions****A. The Dual Perspective**

The dual perspective is defined as: "the act, theory, and practice of consciously and systematically perceiving, understanding, and comparing simultaneously the value, attitudes and behaviors of people within the context of their immediate family, community or cultural system with those of the larger social systems". (Norton, 1978; Miller, 1981)

**B. The Antithesis of the Dual Perspective in Ethnocentrism**

Ethnocentrism is "the tendency to evaluate people and experiences from the viewpoint of one's (the evaluator) individual group. (Miller, 1981)

An understanding of the dynamics involved in the perception of our society, our social institutions and of culturally different groups who interact within the larger system will help participants make critical choices necessary in their personal and professional development.

## MODULE I

45 Minutes

## SESSION VI

## ACTIVITY: EFFECT OF CULTURE ON GENDER ROLES

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Develop awareness of the effect of their own feelings, values and attitudes about their heritage and customs; they will develop a further understanding of the impact of acculturation.

**METHODOLOGY:**

1. A brief description of the role and influence of an individual's role in his/her family of origin will be presented by the counselor/facilitator. The counselor/facilitator will then lead the group in a discussion of their own family roles. Parallels will be drawn between their behavior in their family and in other groups. Emphasis will be placed on how traditional cultural values and attitudes affect gender roles, and how these roles are in turn affected by acculturation.

## MODULE I

120 Minutes

## SESSION VII &amp; VIII

## ACTIVITY: DISPELLING MYTHS AND STEREOTYPES

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Identify 6 stereotypes used to describe Puerto Rican/Latino and other minority youth.
2. Recognize values and assumptions that underlie stereotypes about self and others.
3. List behavioral characteristics associated with myths, stereotypes and perceptions used to justify prejudiced and/or racist thinking.
4. List four communication barriers that block understanding among people of different cultural-ethnic background.

**METHODOLOGY:****Part 1**

The counselor/facilitator will lead a group discussion that review the nature of racism and the elements of racial awareness. The counselor/facilitator explains that effective leadership requires one to be cognizant of communications barriers in interpersonal relationships.

Specific communication barriers to be identified are:

- |                               |                    |
|-------------------------------|--------------------|
| 1. beliefs and value systems  | 7. anger/hostility |
| 2. needs                      | 8. self concept    |
| 3. past experiences           | 9. language        |
| 4. preoccupation              | 10. defensiveness  |
| 5. emotionally charged words. | 11. status         |
| 6. stereotyping               |                    |

Participants are restricted to fill in the communication barriers they feel are demonstrated in the examples in the worksheet entitled "How to Overcome Communication Barriers".

Upon completion of the exercise, the counselor/facilitator presents definition of racism and group discusses specific values and assumptions that set the tone for stereotyping self and others.

**Racism:** the social and political belief that utilizes race as a basis for economic, political, and social segregation, denial of rights, and treatment of people of diverse cultural and ethnic background as inferior.

**Racial Awareness deals with:**

1. Knowledge of how one perceives and feels about race and about members of other races.
2. Movement from fixed to more flexible, knowledge and understanding about different ethnic, cultural life styles.

This exercise will stimulate a desire to delve further into self-knowledge and to increase understanding of self and others in a multicultural, multilingual society.

**MODULE I****SESSION VII & VIII****ACTIVITY: DISPELLING MYTHS AND STEREOTYPES****METHODOLOGY: (Continued)****Part 2**

Discussion will adopt a four-part format:

**I. Questions or Attitudes with People of Different Cultural and Ethnic Backgrounds**

Students will be asked to list qualities and attitudes generally held about minorities\*.

1. They use force to settle arguments or to punish disobedient children.
2. They are generally anti-intellectual and consequently fail to support their children's school activities or intellectual strivings.
3. They are unable to postpone gratification.
4. They are fatalistic in their view of the world and feel they have little control over events, people, or institutions.
5. They do not make use of "talking therapies"
6. They are lazy and do not take responsibility seriously.

**\*Some Qualities Frequently Associated with Minorities:** (Delaney And Mixio, 1961)

**II. Traditional Practices and Values**

1. Extended family - the informal network that ties distant relatives, non-blood friends, and neighbors to members of the family.
2. Compadrazgo - the vital link in the extended family that commits members of the family to help each other and ensures that the younger members of the family will be cared for.
3. Dignidad - high value on honor, dignity, and pride which Latinos traditionally place on the individual.
4. Mutualism - shared responsibility among members of a group especially members of the extended family.
5. La raza - the "race" a concept that is evident in the Mexican-American community as they maintain ethnic pride and identity by asserting their identity as Chicanos (a folk derivative of "Mexicano"). A similar concept used by Puerto Ricans is the "Newyorican" or the "Rainbow People".
6. Respeto - a principle that defines the personal interaction of people according to age, sex, economic status.



## MODULE III

## SESSION VII &amp; VIII

## ACTIVITY: DISPELLING MYTHS AND STEREOTYPES

## METHODOLOGY: (Continued)

III. Child Rearing Practices

1. Women are the primary child carers.
2. Fathers usually dispense physical punishment and mothers frequently act as peacemakers and protectors from father's punishment.
3. Sex roles are rigid: fathers are authority figures; mothers are child carers; girls are given less freedom and are more carefully observed than boys.
4. Child care responsibilities are shared by others in extended family when parents are unable to provide for their children. This process can either be long term or short term.
5. Children without parents are absorbed through informal adoption system - "hijos de crianza".
6. Children are taught obedience and respect for older members of the family, as well as for the elders in the community.
7. Good manners, respect for parents and relatives, and appropriate sexual behavior are rewarded and reinforced.
8. "Verbalization" may precede, replace, or accompany punishment.
9. Parents feel they have a legal and moral right to physically punish children.

IV. Family Strengths

1. Extended family, especially if compadres and comadres are located in the United States.
2. Religious ties - Catholicism, Pentecostals, Charismatic and other Protestant religious practices are very strong in most Latin communities. Many groups have worked effectively within these communities when they have involved the church in their activities.
3. Mutualism and cooperation are stressed.
4. Dignidad and respeto principles.

## MODULE I

60 Minutes

## MISSION IX

## ACTIVITY: SURROUNDING SCHOOL ENVIRONMENT/LOGIC STUDY

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Assess their personal understanding of traditional Latino customs and values within the Latino community and its relevance to their daily lives as they explore a community.
2. Begin to appreciate the purposes of self-assessment.

**METHODOLOGY:**

1. The counselor/facilitator should prepare some ground work before this session begins by briefing the administration of the school on the logic study. The administration, faculty, security, and maintenance staff should be notified that students will be coming around to ask them questions about the school community.
2. With the assistance of the faculty advisor explain to the students the importance of understanding the environment within which they function - the school environment. Awareness entails the observation of what is going on around them, and what has gone before to condition current events. The participant's task is to conduct a logic study of their school. They are to organize themselves as they see fit, and spend a week investigating the geographic, cultural, social, political, economic, religious, and organizational aspects of their school community. The counselor/facilitator should provide minimal guidance. Allow them to struggle with the questions they want to ask and the strategy and organizational approach they want to adopt. If, however, they are not progressing, the the counselor/facilitator should assist the students' progress by asking directive questions like, "What questions have you developed?" or "How have you structured yourselves?" Try not to give them suggestions, unless necessary.

## MODULE I

60 Minutes

## SESSION I

ACTIVITY: SURROUNDING SCHOOL ENVIRONMENT/LOGIC STUDY

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Begin to become familiar with the process of acculturation of self and others.

**METHODOLOGY:**

1. The counselor/facilitator has the group report on the status of their investigation. Students will be given flyers to distribute to the faculty, administration, students, parents, and others they have interviewed, inviting them to a presentation on the logic of their high school.
2. Highlight the need to address the study from a variety of different perspectives, and that one of the purposes of the exercise is to heighten their awareness of both internal and external factors which may shape the community's logic. If the group feels prepared encourage them to present a rehearsal presentation. Here ask questions which will illuminate areas they have neglected to cover.

## MODULE I

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## SESSION XI &amp; XII

## ACTIVITY: SURROUNDING SCHOOL ENVIRONMENT/LOGIC STUDY

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Become familiar with preparing an orally presenting their findings.
2. Increase their general involvement in and interaction with other members of the SCHOOL.
3. Involve their parents in their environment.
4. Respond to questions fielded by a large audience.

**METHODOLOGY:**

1. The counselor/facilitator needs to make arrangements with the administration for a time and place where the formal presentation is to be made. This information will have been included in the flyers. The participants should be offered guidance through a rehearsal presentation in this session on how to deliver their findings. This of course will depend on how they decide to make their presentation, using one member or several members. But tips on public speaking should be offered, use of visual aids may be suggested if appropriate. End the session by offering encouragement and support.
2. At the presentation, video tape their presentation. Prepare some tough questions and ask them if other members of the audience do not.
3. Review the video tape with the participants and encourage them to offer suggestions on how they could have prepared their presentation to have more effectively conveyed their message. Also, explore the content of their findings and the feedback from the audience, eliciting differences between the various sub-groups in the community, how they interact, and what their viewpoints are. Finally, end the session with an exploration of the Latino influence on the community, its viewpoint(s), identity, and way of communicating and interacting with the other members of the community.

## MODULE I

45 Minutes

## SESSION XIII

## ACTIVITY: INTEGRATING THE LEARNING, CULTURAL AND SOCIO-DEMOGRAPHIC FACTORS

Material/format for this activity has yet to be determined.

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Integrate the experiences of the first few weeks through a reading or presentation that gets the participant to better understand how her/his cultural background as well as other key sociodemographic factors influence behavior, feelings, thoughts, etc.

**METHODOLOGY:**

1. Reading materials will have been distributed the week before or a presentation will be made that begins to have the participant understand that he/she is the sum of innumerable experiences, conditions and factors; all of which contribute to influence behavior. Participants should begin to appreciate that consequently the actions of others can never wholly be appreciated from another's perspective. The issues of how we judge others and perceive others are the ultimate focus of discussion - again judgments made to a large extent based on our PERCEPTION of the other's behavior and actions.

## MODULE I

45 Minutes

## SESSION XIV

## ACTIVITY: WHAT IS LEADERSHIP?

**OBJECTIVES:** Through small group exercises and a general discussion, participants will:

1. Define leadership, characteristics of a leader, and leadership tasks.
2. Relate leadership tasks to their own role as leadership development staff.
3. Define the role of the facilitator in developing leadership skills among youth.

**METHODOLOGY:**

1. Facilitators will open the session by presenting objectives and format of the session. (Five minutes)
2. The group will be divided into three small groups. Each group will be assigned a topic: definition of leadership, characteristics of a leader, tasks of a leader. Participants should define these topics and provide concrete examples for each definition. Each group should select a recorder responsible for presenting the outcome of the small group discussion to the entire group. (Fifteen minutes)
3. Small group recorders will make presentations to the entire group. Participants will briefly discuss points presented and reach consensus on the definitions. (Fifteen minutes)
4. Facilitators will then engage group in a discussion about the role of the facilitator in leadership development. In his Leadership Papers, Gardner talks about the role of the leader in releasing human possibilities. He says: "The greatest asset any society has is the talent and energy of its people. Yet no society has ever fully recognized or honored that asset; indeed, most societies have effectively stifled both talent and energy." How can we then, in our role as facilitators of the leadership development process, assist our youth in "releasing their talents and energies"? Based on John Bell's writing on the "The Role of Adults in Developing Youth Leaders" and "The Learning Approach" from the Aspira Public Policy Manual, develop a list of methods through which the facilitators could encourage effective youth participation. (Fifteen minutes)
5. At the end of the exercise, have participants offer their feedback as to the session.

ANALYSIS/2

**MODULE II: ANALYSIS****Description**

This module presents the basic premises to effectively develop critical thinking, emphasizing the value of identifying and separating the essential features of complex issues through detailed examination of their components.

**Rationale**

Detailed and systematic investigation enhances self-assurance within the context of problem-solving and contributes to sound decision-making. Competent to critically confront the issues that affect them, youth are empowered to effectively negotiate obstacles to their goals and increase their ability to reach more meaningful decisions throughout their lives.

**Goals** - Participants will:

1. Develop their ability to critically and systematically assess information.
2. Evaluate the role of information, and its origin in fact or fiction, as it impacts and directs their perceptions and beliefs regarding themselves, others and the world.
3. Increase their understanding of the investigative process and its essential role in the decision-making process.
4. Understand the value of research, and thorough analysis, of an an issue and its contribution to personal and community empowerment.
5. Learn to identify potential conflict, its role in group dynamics, and methods for positive/efficient conflict resolution.
6. Develop personal resources and skills that enable them to advocate on behalf of a thoroughly researched and documented position.



**Objectives** - Participants will be able to:

1. Identify elements of critical thinking and empirical analysis.
2. Identify and separate essential elements within complex issues.
3. Systematically investigate the diverse facets of an issue's essential elements.
4. Identify "adultism" and its effect in their own and others' perception and behavior.
5. Assess the presence of youth in the media.
6. Evaluate media coverage of issues of interest.
7. Understand the powerful role of the media and its ability to emphasize/de-emphasize issues of concern to all.
8. Identify sources of additional/alternative information concerning issues of interest.
9. Develop a list of sources of additional/alternative information.
10. Utilize acquired information to illustrate points and substantiate positions/opinions regarding selected issues of interest.
11. Identify the elements of positive/efficient conflict resolution and its role in group dynamics.
12. Adopt an inquisitive approach vis-a-vis facts/issues presented for their consideration.
13. Develop efficient debating skills, including decorum and the persuasive presentation of opinion/belief.
14. Cite elements of successful advocacy.
15. Develop their advocacy skills for personal and community empowerment.

## MODULE II

40 Minutes

## SESSION I

## ACTIVITY: RACIAL/CULTURAL IDENTITY AND OPPRESSION

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Develop a context for exploring issues of racial/cultural identity in its interplay with oppressive forces in society.
2. Recognize the levels of oppression experienced by different ethnic groups in society.
3. Increase their awareness of group struggle in their own and other communities, past and present.
4. Identify instances of group struggle within an oppressive society.
5. Understand the level of oppression experienced by the Puerto Rican/Latino community within New York's socio-economic structure.

**METHODOLOGY:**

1. Begin the activity by introducing the concept of oppression - its historical significance as an element of inter-racial dynamics.
2. Throughout this introduction, explore the many facets of oppression (economic, educational, etc.)
3. Using the history of an oppressed group within a given society, engage the youth in a discussion of possible agendas/created interests in motion to initiate and maintain such oppression. Highlight the beginning of organized group struggle and the outcome of its thrust against oppression. Once again explore possible events or forces to end the group's oppression.
4. Have the group articulate an answer to the following:
  - What is great about being a Puerto Rican/Latino youth within the context of our present society.
  - What has been difficult about being a Puerto Rican/Latino youth in the existing environment?
5. Present the youth with an ASPIRA fact sheet highlighting the state of the Puerto Rican/Latino socio-economic and educational reality in New York City.
6. Engage the youth in a discussion seeking to establish the reasons for the oppression and disenfranchisement experienced by our community.

MODULE II  
SESSION III  
ACTIVITY: ADULTISM

65 Minutes

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Recognize the manifestation of "adultism" in their own and others' behavior.
2. Understand the perceptions and belief systems that underlie "adultist" behavior.
3. Challenge the tenets espoused by the "adultist" mentality.
4. Dispel myths-regarding the capacity of youth for responsible and productive social roles.
5. Engage in more meaningful interactions with other youth and adults.
6. Recognize the importance of youth collaboration and participation within the societal context.

**METHODOLOGY:**

**Part 1**

20 Minutes

Begin the activity by assembling a panel of 5-6 participants. Allow room for half of the panel to be composed of volunteers, the other half to be selected by their peers. Ask the following questions allowing the panel's response to guide the discussion.

- What is great about being young?
- What is difficult about being young?
- What are the examples of when you were mistreated or disrespected merely because you were young?
- How did you feel about being mistreated or disrespected because of your age?
- Can you remember occasions in which you might have disrespected another person because they were younger than you?

If they have trouble getting started, ask them for examples that have to do with

- money
- trust
- decisions which affect their lives
- their emotional lives
- punishment
- relations with adults
- having power in school, the society
- legal rights

After the panel has primed the pump, thank them, ask them sit down, and continue asking the group for examples.

## MODULE II

## SESSION III

## ACTIVITY: ADULTISM

## METHODOLOGY:

(Continued)

Have someone write the examples down. Looking at the list, develop with the youth what they take the basic message to be: 1) is it that young people are less important than adults?; 2) that young people are not to be taken seriously?; 3) that young people are underestimated?; 4) that young people cannot be trusted to make good decisions? to develop correctly?

## Part 2

25 Minutes

1. Engage the youth in a discussion of the underlying theoretical issues involved in this behavioral modality by asking questions such as:

- What are the sources of such mistreatment?
- Is adultism a form of oppression? What is oppression?
- How does adultism affect the relationships between youth and their elders?
- How does adultism get "internalized"?
- How does internalized adultism affect the relationships, unity and potential power among young people?
- How do we combat and eliminate adultism.
- Look at the sources of this mistreatment, oppression: the treatment that adults received when they were young.
- How it lays the basis for accepting other oppressor and victim roles.
- How it gets internalized as feelings of powerlessness, self-doubt, not taking oneself seriously, self-putdown, etc.
- How it gets externalized among other young people in the form of competition, jealousy, cliques, gangs, violence, acting out, etc.
- Results: keeps young people from being united and powerful and knowing their true goodness and potential.
- How to combat it: commitment to respect every young person, including self; pull for unity among all young people; get agreement on good programs and policies for young people; expect adults to eliminate their own adultism and be strong allies of young people; formulate a "Young Peoples" Bill of Rights; etc.

2. Present youth with examples of the contributions young people have made to social movements in history, whether individually or as a group. Allow them to fully understand the impact that youth has had in creating/facilitating social change in other times and places. Encourage them to visualize themselves as agents of social change by underscoring how important they are.

## Part 3

10 minutes

Since one of the objectives is to facilitate a more meaningful interaction and real allegiances between youth and adults. Present the youth with questions that highlight examples of times when adults made a significant positive difference in their lives. (How have adults been helpful to you? etc.)

## MODULE II

## SESSION III

## ACTIVITY: ADULTISM

## METHODOLOGY: (Continued)

## Part 4

10 Minutes

Ask the youth to develop over the next week a set of guidelines that their club would like to see implemented. Within the context of youth-adult interfacing/interaction — specifically, how should adults treat young people. Ask them to consider having the document signed by all members of the club including a pledge to treat all young people, including oneself, with complete respect.

## MODULE 11

140 Minutes

## SESSIONS IV, V, VI

ACTIVITY: RELATING TO MEDIA COVERAGE OF CURRENT EVENTS/ISSUES  
(LOCAL, NATIONAL, INTERNATIONAL)

OBJECTIVES: At the end of this exercise, participants will be able to:

1. Relate to current events within their community and/or events outside that affect their community at the local/national/international level.
2. Increase their awareness of the importance given to an issue of interest to their community by different media vehicles.
3. Critically assess media responsiveness to community issues.
4. Critically assess coverage of a national issue/event of interest to them.
5. Identify different angles and perspectives underlying the presentation of information.
6. Utilize alternative additional sources of information to complement, document or challenge a particular media vehicle's presentation of a news event.

Materials: (to be selected by the participants one week in advance) Local sections in American and Latino newspapers/diverse magazines/TV and radio newscasts.

Preparation: The facilitator should present the youth with a series of current local issues affecting their community that may be of interest to them. There should be full discussion, one week prior to the session, as to which issues are selected.

## METHODOLOGY:

## Part 1

1. Begin the activity by refocusing on the group's choice of issue/event and engage participants in a discussion of the rationale thereof.
2. Discuss variances in the amount of coverage by the different newspapers regarding the chosen issue/event.

## Part 2

1. Discuss possible reasons for the editorial decision vis-a-vis coverage allocation by the different newspapers/media instruments.
2. Choose three of the least active participants in the discussion and ask them to share with the group what factors would weigh in their decision to increase/decrease coverage of an event/issue affecting the Latino community if they were the publishing team in an American newspaper/Latino newspaper.

## MODULE II

SESSIONS IV, V, VI

ACTIVITY: RELATING TO MEDIA COVERAGE OF CURRENT EVENTS/ISSUES  
(LOCAL, NATIONAL, INTERNATIONAL)

## METHODOLOGY: (Continued)

3. Engage the youths in a discussion regarding the validity/veracity of the information presented. Drawing upon their ability to distinguish fact/opinion/fiction encourage them to articulate the underlying assumptions that may affect the form and/or content in issue presentation by the media.
4. Encourage youths to seek alternative/additional sources of information regarding issues of interest by stressing the danger of excessive reliance on readily accessible informational mechanisms.

## MODULE II

60 Minutes

## SESSION VII

## ACTIVITY: CONFLICT MANAGEMENT

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Recognize conflict as a reality of group work.
2. Identify and implement a series of techniques in dealing with conflict inside and outside their clubs.

**METHODOLOGY:**

1. Begin the activity with an introduction: "In every group conflict may arise from time to time between two or more members. The individuals or groups may have differing views and opinions on the same topic or issue, and it may seem that there is no quick and easy solution to the conflict. We will use a series of techniques to help our group deal cooperatively and creatively with conflicts".
2. Give the students a few minutes to think about ways of dealing with conflict. Start then developing a list of conflict resolution techniques including the following.

- a. Define the problem. The individuals or groups should identify the conflict in terms of their own needs. How does the problem affect each person/group? How do they view the problem? How does this view on the problem differ between one and another?

In defining the problem, the individuals or groups should refrain from making personal attacks or making statement of blame. They should use I messages, in the following format: "When...(situation or behavior that is causing the problem), I (speaker's feeling), because (consequences of the situation or behavior to the speaker)". For example, "When club members get to the meeting late, I feel irritated because it gives me less time to discuss club business."

- b. Restate the problem. Restate the problem incorporating the needs of both individuals/groups. Both individuals/groups must agree with the definition of their needs. Continue this process until agreement is reached.
- c. Develop alternatives. Have all participants in the discussion offer their ideas and suggestions as to the best way to solve the problem. No discussion, acceptance, rejection, or evaluation of solutions should happen at this point.
- d. Evaluate alternatives. Have all members of the group discuss the pros and cons of each alternative. Eliminate those alternatives that are unacceptable for any reason to any participant. Participants should continue to be honest in expressing their feelings and needs throughout this process.



## MODULE II

## SESSION VII

## ACTIVITY: CONFLICT MANAGEMENT

## METHODOLOGY: (Continued)

- e. Decide on the best solution. Have participants agree on a solution acceptable to everyone. Make a mutual commitment to try it.
  - f. Implement the solution. Discuss the implications of the solution. How will it affect everybody? How will it help solve the problem? Set up a time in the future to evaluate how the solution is working.
  - g. Evaluate the solution. Find out how each person feels the solution is working. Should the solution be adjusted? Does everybody still agree with the statement of the problem? If anyone feels that the solution is not working, or that new problems have arisen, then repeat the process from the beginning.
3. Make sure all students agree with the conflict resolution technique presented.

## Additional Reading:

Coover, Virginia, et al., Resource Manual for a Living Revolution. New Society Publishers, Philadelphia, Pennsylvania, 1985.

Doyle, Michael & Straus, David, How to Make Meetings Work. The Berkley Publishing Group, New York, New York, 1986.

Ramirez, Rhina, Organizing and Working with Clubs. Aspira of America, New York, New York, 1979.

MODULE 11  
SESSION VIII  
ACTIVITY: DEBATING

60 Minutes

**OBJECTIVE:** Through a debate exercise, participants will increase their ability to:

1. Present and defend a position in the face of opposition.
2. Present an idea in a persuasive manner.
3. Think quickly and precisely.

**METHODOLOGY:**

1. Discuss this activity with the participants at least two weeks in advance, after your discussions of current events and issues. Have the participants develop a list of topics they would like to debate about.
2. Select three people from the group who will act as judges.
3. Divide the remaining number of youth into two groups.
4. Each group should select a side of the argument.
5. Each group is expected to prepare themselves to defend their position with as much knowledge and as much supportive documentation as they can locate. The participants should also establish a format for the debate, i.e., 15 minutes for presentation of each argument, 5-10 minutes for the rebuttal of specific points, 10 minutes at the end for evaluation.
6. The day of the debate, each side must defend the position selected in a formal open discussion.
7. Once the sides have fully defended and argued their position, the judges must evaluate the merit of each speaker's presentation, and determine which side has won the debate.

MODULE II  
SESSION IX

60 Minutes

ACTIVITY: THE COMMUNITY IN WHICH YOU LIVE:  
Completing a Community Assessment

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Define the boundaries of the participants' community.
2. Decide the cultural, social and economic aspects of that community as well as their place in the community.
3. Identify the interaction between the youth and their community; what youth get from/give to the community.

**METHODOLOGY:**

1. Through a discussion exercise, have the group define community. Use a dictionary, if necessary. Have the youth reach consensus on a definition of community.
2. Have the group outline their community by using a street map or by drawing a pictorial representation or written description. Community boundaries may be formal or informal, implicit or explicit. It is an important process for the youth to decide on boundaries. Boundaries can be geographical, racial, linguistic, or of some other form. They might even be walls, fences, roads, rivers, etc.
3. Arrange for the youth to walk or drive around the community being careful to record pertinent aspects of community life using the criteria developed in discussion. You may want to divide the youth into smaller groups if the group is too big or if the youth live in different areas of the city.
4. Use pictures, symbols or some coding system to add to the graphic representation of community, those aspects recorded on your walk (photography is helpful if readily available).
5. Have the group develop a list of questions that they will answer and a list of conditions that they will be looking for. Each group should have a specific assignment to bring back certain information.
6. Once the reports are completed, a series of discussion questions should be used to guide the youth in developing a profile of community needs and resources.

**DISCUSSION QUESTIONS:**

1. What are the geographic boundaries of your community (streets, freeways, structures, bodies of water, buildings, etc.)?
2. Who lives in your community? What is racial, ethnic, social composition of the people?

## MODULE II

60 Minutes

## SESSION IX

ACTIVITY: THE COMMUNITY IN WHICH YOU LIVE:  
Completing a Community Assessment

**OBJECTIVE:** At the end of this exercise, participants will be able to:

3. What facilities are more prominent (stores, schools, shopping centers, prisons, churches)? What facilities do the residents use outside their community?
4. What type of housing exists (homes, apartments, rooming house). Can you tell anything units?
5. What schools are there in the community?
6. Does your community have police protection, fire protection? Health facilities?
7. What are the businesses in the area? Who owns them? Who works in them? Who are the customers?
8. What are the social and cultural facilities? Who operates them? What do they do? Who do they serve?
9. Where do youth associate/come together in the community? Who sponsors these activities? What is the role of youth in the community?
10. What facilities exist that make you know that this is a community?
11. How would you compare/contrast your community with other communities? Are there needs that are not met? Are there needs poorly met?
12. In what ways are you personally satisfied and/or protected by your community?
13. What changes would you make?
14. What resources do you have for changing your community?

**CLOSURE:**

Have the your compile a picture of their community's functioning. the discussion should conclude with the youth's view of a "well functioning" community.

## MODULE 11

60 Minutes

SESSION II

## ACTIVITY: FINDING A PLACE FOR YOURSELF AS AN ACTOR IN SOCIETY

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Locate themselves in a social context.
2. Identify and affirm meaning for their life.

**METHODOLOGY:**

1. On the day before this activity, youth should be given the assignment to watch a news program. The facilitator should select a particularly well-known commentator.
2. The participant should be asked to identify the program that they watched and discuss the topic covered.
3. Moving from the specific to the general, involve the youth in a discussion as to how they see society and how they see the society and how they see youth's role in it.

**CLOSURE:**

The discussion should end with an assignment for each participant: What aspects of this society would you like to see changed? What are some of the ways you can work toward these changes?

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MODULE II  
SESSION XI  
ACTIVITY: ADVOCACY

60 Minutes

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Define advocacy in their own words.
2. Identify why advocacy is important.
3. Identify avenues open to advocacy for youth.

**METHODOLOGY:**

1. Have the youth discuss a definition of advocacy:

Webster Dictionary: "to advocate; to plead in favor of, as of a cause, policy, etc.; to defend by argument before a public tribunal; to recommend publicly; to support or vindicate".

2. Have the youth bring up examples of advocacy and/or advocates.
3. Have the participants discuss why advocacy is important?
4. Have the youth develop a listing of issues they would like to advocate for, and a listing of mechanisms available for youth advocacy.

## MODULE II

60 Minutes

## SESSION XII

## ACTIVITY: MEDIA SKILLS

**OBJECTIVE:** Through the use of written and oral exercises, the participant will be able to:

1. Identify communication skills needed by any individual involved in leadership activities.
2. Further develop and practice their communication skills.

**METHODOLOGY:**

1. Introduce the exercise by discussing with the participants why it is important for a leader to have good communication skills.
2. Develop with the participants a list of communication media available to leaders. You may want to bring an individual involved in media to talk to the youth about his/her job.
3. Have the participants develop a list of topics of interest to them. The youth should then select a topic and write a piece following a specific media format:
4. Have the participants present their pieces to the group. Group member should provide each other feedback on the pieces developed. Written pieces should be edited.

ACTION/3



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**MODULE III: ACTION****Description**

This module presents the basic concepts which will enable the student to translate what has been learned in modules I and II into goal-oriented actions. Additional emphasis will be placed on the planning, implementation, and evaluation stages of a project at both the individual and group levels.

**Rationale**

Leadership entails more than a strong awareness of self and a well-developed capacity to analyze one's environment and its problems. It requires the wherewithal to achieve a goal once that goal has been identified. Developing a plan of action, implementing it and evaluating its results builds self-esteem and confidence even if the goal is not fully realized.

**Goals** - Participants will:

1. Develop their ability to integrate the three stages of the Aspira process - awareness, analysis, action.
2. Learn to identify goals which will address problems their community currently faces.
3. Learn to identify the cultural context within which the actions will take place.
4. Enhance their ability to evaluate the constraints or barriers which might impede the project's success.
5. Learn how to determine the most effective means for realizing the goals they have decided upon.
6. Develop their abilities to work with groups, organize themselves, and build coalitions.
7. Become familiar with the process of evaluating the success or failure of their projects.

## MODULE III

## SESSION I

60 Minutes

## ACTIVITY: LIFE-CYCLE OF A PROJECT

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Become familiar with the planning of a project and the importance of the planning.

**METHODOLOGY:**

1. The counselor/facilitator welcomes the group and conducts a quick ice-breaker to warm the participants. Once they appear receptive the counselor/facilitator presents the following components to the participants in such a way that student participation is maximized. Questions like, what is the first thing you need to do in a project, may be useful. Also use examples from their everyday lives to illustrate each component. Draw up a list with their assistance which include the following steps:
  - a. Define a goal or outcome for a project.
  - b. Develop various strategies for achieving that goal, at least three.
  - c. Determine which strategy appears to offer the most promise for success by evaluating its practicality.
  - d. Identify the resources the group needs to complete the project; these may include people, a telephone, stamps, an auditorium, whatever is needed if the project is to be successful.
  - e. Draw-up a workplan which graphs what needs to be done when. Break the project up into discreet tasks which have linear relationships, e.g., to mail a letter I first need a stamp and an envelope and paper and a pencil.
  - f. Assign people or committees to the discreet tasks or critical paths, e.g., Jose will take care of all correspondence matters. Also decide how they will make decisions - consensus or voting, how often they will meet, who will run the meetings, and what expectations they each have.
  - g. The project is now well under way. A mid-term evaluation is essential. During the course of the project new information or unexpected developments may require that the group redefine the direction of the project.
  - h. Once the project is complete the group should evaluate the outcome of the project. Did they realize their goal? What barriers did they confront which they had not anticipated? How well did they work together? What could they have done to improve the project or the way they worked together? etc.
  - i. Finally, the group should follow-up, appraising the people who helped them on the project of its outcome, and thanking them for their assistance.

**CLOSURE:**

Once the list is completed, ask them if the approach is similar to anything else they have been exposed to throughout the course of the year. It is similar to the conflict management session, (MODULE II, SESSION VII). Briefly highlight the fact that these are both ways of resolving problems. Discuss briefly.

## MODULE III

60 Minutes

## SESSION II

## ACTIVITY: TIME MANAGEMENT/WORKPLAN/GROUP ORGANIZATION

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Develop a workplan which best suits the needs of the project they have decided upon.
2. Organize themselves in such a way that all the tasks on the workplan are assigned to individuals or committees.

**METHODOLOGY:**

1. The counselor/facilitator should again try to engage the participants by asking questions or having the large group break down into smaller discussion groups, or after presenting the basic structure of a workplan, present them with a project goal and have them come up with the various tasks involved and then put them into a workplan.
2. A workplan is basically a visual road map for a project, which tells those who look at it what needs to be done and when it needs to be done. The key to a workplan is to start with the goal and work backward. For example: I want to eat an apple. The last step is eating the apple. Before that I must pay for it at the store, 2 minutes because I have to wait in line. Before that I have to select an apple, 3 minutes because the fruit section will be crowded with shoppers on Sunday. Before that I must find the fruit aisle, 2 minutes, even though I know where the aisle is Sunday shoppers congest the lanes. Before that I must get to the store, 15 minutes. Before that I must find my wallet, 20 minutes, because I am a slob and my room is in a disaster. Total time for the project is 42 minutes. Again the key is to break the project up into its component tasks and then align them in a linear relationship along a timeline. If there are multiple tasks that need to be occurring at the same time more lines on the chart or workplan will be needed.
3. Once the workplan is completed and the participants have drawn up a workplan composed of the various tasks which make up a project, they now must organize themselves into an appropriate structure and assign responsibilities to either individuals or committees. The group may organize themselves along the same structure as the Aspira club they are already familiar with. That is fine. The important message to get across is that organizing and assigning responsibilities is essential. Additionally, you may want to encourage the formation of committees for the more complex and time consuming tasks e.g., buying apples is not as difficult as calling all the students in the school in a telephone survey.
4. In the giving and taking of responsibilities it is important to make sure that the individuals can do the task, that he/she has enough time and the skill to do what is asked and that he/she is interested in the task. It is important to try and involve everyone.

**CLOSURE:**

Summarize the two components of a project covered in the session - workplan and organization.

## MODULE III

30 Minutes

## SESSION III

## ACTIVITY: IDENTIFYING RESOURCES

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Design a plan of action and evaluate its practicality by considering the resources needed to pursue that plan.

**METHODOLOGY:**

1. The counselor/facilitator can remind the participants of steps in the life-cycle of a plan and place this exercise in its context. Resources are an integral part of any project whether we realize it or not. Anything from a toothbrush to water are resources for achieving the goal of clean teeth.
2. In this exercise the counselor/facilitator can assign a topic with a goal in mind or the participants can come up with it on their own. Then the participants must try to outline all the resources needed to complete the tasks, and evaluate whether the goal is attainable based on whether the needed resources can be obtained. Some resources may be dependent on other resources e.g., an overhead projector can be bought if the money is available. The group can be broken up into smaller working groups to discuss the topic and then the groups can be reunited and their findings can be discussed.

## MODULE III

30 Minutes

## SESSION IV

## ACTIVITY: MID-TERM AND POST-PROJECT EVALUATIONS

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Determine whether their project was successful or not.
2. Alter the course of a project if it is not going as planned.
3. Discuss the lessons learned during the course of the project that can be transferred to the next project they might undertake.

**METHODOLOGY:**

1. The counselor/facilitator might want to set this assignment up creatively to demonstrate the need for a mid-term evaluation. In other words rig a quick project so that the group does not have what it needs to complete the project in the time allotted. Use this to illustrate the point that often unanticipated developments determine the future course of a project. Moreover, this exercise will help participants understand that shifting the course of the project is alright.

**POINTS TO GET ACROSS: MID-TERM EVALUATIONS**

1. Allow the group the time to determine whether their original goal is practical.
2. Allow the group to determine whether their strategy needs revision.
3. Allow the group to discuss whether new resources are needed and whose responsibility acquiring those resources should be.
4. Allow the group to revise their workplan.
5. Allow the group to reorganize.
2. The post-project evaluation is for the learning of those who worked on the project. Questions like what did we do well which we can use again; what made this project unique and therefore some of the skills used will be narrowly transferable; what barriers did we confront, or not overcome; how well did we work together as a group; were the committees effective, etc., are all the types of questions that must be asked during a project debriefing. The purpose of a post-project evaluation is to discover what was done well and what needs to be improved the next time around.
3. Some ground rules for these evaluation periods and debriefings:
  1. Follow feedback rules outlined in MODULE II.
  2. Encourage full participation.
  3. Recognize each perspective as valid.
  4. Follow the rules for decision making settled on in MODULE III.
  5. Keep notes of all decisions made.
  6. Summarize decisions at the end of the meeting.

**CLOSURE:**

Summarize the important points learned during the session, and remind the participants of the context - life-cycle of a project.

## MODULE III

45 Minutes

## SESSION V

## ACTIVITY: PROJECT IDENTIFICATION

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Identify a series of projects in which they would like to get involved either as a group or as individuals.
2. Explain the rationale for each project.

**METHODOLOGY:**

1. The counselor/facilitator will present the participants with the following list of projects:
  1. Cultural Field Trips
  2. Club Open House
  3. Club Elections
  4. Club Award Ceremony
  5. Community Volunteer Project
2. Have the participants develop a priority list of suggested topics. Remind them of the skills they learned in Module II in the debate session for their discussion.
3. Divide the group into smaller groups and have them define goals and objectives for each project. Refer back to Session I-V of Module III for reminders of project planning.

## MODULE III

60 Minutes

## SESSION VI

## ACTIVITY: DEVELOPMENT OF WORKPLANS

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Develop concrete workplans suitable to the projects identified in Module III, Session V.
2. Form task-oriented committees or individual assignments for each project.
3. Present objective criticism of each plan.

**METHODOLOGY:**

1. The facilitator/counselor will provide participants with a typed list of selected projects with the clearly defined goals from the prior session.
2. The facilitator/counselor will review the basic structure of a workplan with the participants.
3. Divide the group in smaller groups. Allow them to choose which projects they want to work on and have them come up with workplans for the projects.
4. Provide the participants with easel pad loose-leafs and have them clearly design their workplans which will be presented to the larger group.
5. Ask the small groups to reunite and have them present their workplans.
6. Once the presentations are complete, the members of the group should ask questions and suggest modifications for each of the workplans.

**CLOSURE:**

Members of each group should leave the session with a clear understanding of what the need to accomplish and when. Ask each project group to assign responsibilities to members of their groups on their own time.

## MODULE III

45 Minutes

## SESSION VII

## ACTIVITY: COMMITTEE REPORTS ON THE DEVELOPMENT OF PROJECTS

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Communicate the development of their projects.
2. Identify any obstacles or unexpected developments which may have affected the projects thus far.
3. Learn how to ask constructive questions.

**METHODOLOGY:**

1. Pass out a handout with the following ground rules for asking questions. Review the format of questioning with the participants.

**QUESTIONS:**

1. Questions should not carry a message. Usually a person uses a message question when he/she has an idea to convey. They begin with "Have you considered," or "Don't you think that," or "What would happen if".
  2. Questions should avoid entrapment. Getcha questions usually are forwarded when a person wants to try to "one-up" another person by making that person appear inadequate.
  3. Questions should be answer-seeking questions. They should not carry a message or try to trap the person in an awkward confrontation. They should seek facts or clarification. If a statement is to be made, make it, don't disguise it as a question.
2. Have the project groups present update reports on the development of each project. Reports should be factually oriented, describing who is assigned to what tasks and how those tasks are being carried out. Its purpose is to describe the way each group has decided to organize themselves, what resources they have identified, and who is doing what e.g., Jose is responsible for communications, he has contacted Sr. Ruiz who agreed to meet with us on Tuesday. Reports should avoid evaluative judgments e.g., our group is doing such a great job! These judgments may only foster resentment in the other groups.
  3. The larger groups should offer suggestions or ask questions that may clarify unanswered problems for the presenting group. Again evaluative comments should be avoided. Encourage the group to ask questions which adhere to the format on the handout.



## MODULE III

30 Minutes

## SESSION VIII

## ACTIVITY: IMPLEMENTATION OF PROJECTS

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Present their project's progress clearly and concisely.
2. Receive suggestions that might assist them in the mid-term evaluations.

**METHODOLOGY:**

1. Have the project groups meet prior to the date the events are to take place, so they can present any last minute concerns they might have.
2. After they receive suggestions from the other groups ask them to conduct a mid-term evaluation on their own.

## MODULE III

20 Minutes

## SESSION IX

## ACTIVITY: PROJECT UPDATE

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Become more comfortable receiving feedback and suggestions in a non-defensive manner.
2. Become more skilled in presentations in large groups.

**METHODOLOGY:**

1. Have each project group present the findings of their mid-term evaluations, as well as an update on the progress of their projects.
2. Encourage group discussions of problems by reminding them of the problem-solving and analytical skills learned in MODULE II.

## MODULE III

60 Minutes

## SESSIONS X &amp; XI

(2 Sessions)

## ACTIVITY: PROJECT UPDATE

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Become more comfortable receiving feedback and suggestions in a non-defensive manner.
2. Become more skilled in offering suggestions and asking questions which help others to understand problems they are too close to conceptualize.
3. Become more skilled in presentations in large groups.

**METHODOLOGY:**

1. Have each project group present the findings of their mid-term evaluations, as well as an update on the progress of their projects.
2. Encourage group discussions of problems by reminding them of the problem-solving and analytical skills learned in MODULE II and the questioning skills learned in MODULE III.

## MODULE III

60 Minutes

## SESSION XI

## ACTIVITY 2: POST-PROJECT UPDATE

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Evaluate the success of their projects.
2. Become more comfortable presenting their findings, whether they be gratifying or outwardly discouraging, to larger groups.
3. Understand how they have grown and what they need to think about trying to change.

**METHODOLOGY:**

1. Have the project groups divide up to evaluate their projects. They should be asking themselves questions like: Did we work well together? What problems did we encounter and how did we address those problems? Were we efficient? What could we have done better? What did we learn about the process of planning and implementing a project? What did we learn about the content of the project? The counselor/facilitator can assist the groups by providing a list of the type of questions that should be asked. Again, the purpose of the evaluation is to try to better understand how to attain goal that has been identified.
2. Once the groups have finished evaluating the project have them spend the last half of the session offering feedback to the other members of the group. This feedback should follow the format outlined in Module I. Thus, feedback should be:
  1. Descriptive rather than evaluative
  2. Specific rather than general
  3. Accountable to both the needs of the sender and the receiver.
  4. Directed toward behavior which the receiver can do something about.
  5. Solicited rather than imposed.
  6. Well-timed.
  7. Checked to insure clear communication.

**CLOSURE:**

Congratulate the groups for their projects.

MODULE III  
SESSION XII

60 Minutes

## ACTIVITY: YEAR-END EVALUATION

**OBJECTIVE:** At the end of this exercise, participants will be able to:

1. Assess what they have learned this year.
2. Evaluate what has been most useful and what has been least useful.
3. Become more comfortable giving oral feedback and evaluations.

**METHODOLOGY:**

1. Begin the discussion with an introduction. "In every endeavor mistakes and successes are made. We all can learn from other's mistakes as well as our own. The most important aspect of an evaluation is to learn so that future projects or jobs will go more smoothly. In this evaluation Aspira would like to know what you thought was useful and what was not useful".
2. Ask the group to list the accomplishments of the year. What have we done that was successful? Draw list up on the chalkboard or on a flip chart.
3. Then, separate the participants into two groups and have them begin discussing which session proved most useful to them. Provide them with a list of the session throughout the year. Encourage them to be specific about skills they have learned and the knowledge gained, e.g., I learned how to manage conflict by trying to diffuse tensions, explore the reasons for the conflict, being honest about my feelings, and coming to consensus on how to resolve the conflict.
4. Bring them back together after 20 minutes or so to discuss their findings.
5. Once they have vented all their concerns about the program, have them deliver feedback to the counselor/facilitator. The counselor/facilitator should try, as best as possible, to model the way in which feedback is to be received. Open, smiling, thankful, acknowledging the validity of all feelings. Remind the students to give feedback in such a way that it conforms to the ground rules established earlier in the year. Then pass out the evaluation forms so that they can fill them out on their own time using this session as a stimulant to their thinking.

## EVALUATION INSTRUMENTS

# ASPIRA LEADERSHIP PROGRAM

## Participant Evaluation Form for Counselors/Facilitators

The purpose of this evaluation form is to assess the growth of the LDP participant during her/his involvement in the ASPIRA Club. Please provide us your assessment, as Leadership Facilitator, on student performance. Complete one form per participant.

Name of Student \_\_\_\_\_

Counselor/Facilitator \_\_\_\_\_

For each of the characteristics or skills listed below, circle a number on the scale which coincides with your assessment of student growth on said characteristic or skill. There are eleven numbers on the scale. An "N" indicates no opportunity to observe the student on that characteristic or skill; 10 stands for the highest degree of growth, five for some degree of growth, and zero for no growth at all.

### 1. Willingness to Accept Responsibility

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased willingness to take charge, responsibility over needed actions.					Exhibits some willingness to take charge, responsibility.			Exhibits no willingness to take charge, responsibility.			

### 2. Self-Confidence

10	9	8	7	6	5	4	3	2	1	0	N
Demonstrates increased confidence on self.					Has gained some confidence on self.			Has gained no confidence on self.			

### 3. Capacity to Motivate

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased ability to move others to action.					Exhibits some ability to move others to action.			Exhibits no ability to move others to action.			

### 4. Sense of Personal/Group Power

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased sense of personal/group power.					Exhibits some sense of personal/group power.			Exhibits no sense of personal/group power.			

## 5. Desire to Improve Herself/Himself

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits a greater desire to improve herself/himself.					Exhibits some desire to improve herself/himself.					Exhibits no desire to improve herself/himself.	

## 6. Knowledge of Issues Affecting His/Her Community.

10	9	8	7	6	5	4	3	2	1	0	N
Has gained increased knowledge of policy/community issues.					Has gained some knowledge of policy/community issues.					Has gained no knowledge of policy/community issues.	

## 7. Listening

10	9	8	7	6	5	4	3	2	1	0	N
Demonstrates increased listening skills.					Has gained some listening skills.					Has gained no listening skills.	

## 8. Community Involvement

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased eagerness to become involved in community issues.					Exhibits some eagerness to become involved in community issues.					Exhibits no eagerness to become involved in community issues.	

## 9. Identity

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits a closer identification with her/his ethnic group.					Exhibits some identification with her/his ethnic group.					Exhibits no identification with her/his ethnic group.	

## 10. Community History

10	9	8	7	6	5	4	3	2	1	0	N
Has gained increased knowledge on the history of her/his group.					Has gained some knowledge on the history of her/his group.					Has gained no knowledge on the history of her/his group.	

## 11. Skill in Dealing with People

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased ability to relate to and work with others.					Exhibits some ability to relate to and work with others.					Exhibits no ability to relate to and work with others.	



## 12. Skill in Communicating with Others

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased ability in communicating with others; listens carefully and speaks clearly.					Exhibits some ability in communicating with others; listens carefully and speaks clearly.				Exhibits no ability in communicating with others; listens carefully and speaks clearly.		

## 13. Problem-Solving

10	9	8	7	6	5	4	3	2	1	0	N
Has gained increased ability in recognizing and solving problems.					Has gained some ability in recognizing and solving problems.				Has gained no ability in recognizing and solving problems.		

## 14. Resourcefulness

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased ability to locate and use resources.					Exhibits some ability to locate and use resources.				Exhibits no ability to locate and use resources.		

## 15. Public Speaking

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased ability in addressing a group.					Exhibits some ability in addressing a group.				Exhibits no ability in addressing a group.		

## 16. Debating

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased ability to hold his/her position on a debate.					Exhibits some ability to hold his/her position on a debate.				Exhibits no ability to hold his/her position on a debate.		

## 17. Analytical Capability

10	9	8	7	6	5	4	3	2	1	0	N
Exhibits increased ability to develop and analyze policy.					Exhibits some ability to develop and analyze policy.				Exhibits no ability to develop and analyze policy.		

## 18. Attendance

10	9	8	7	6	5	4	3	2	1	0	N
Nearly always attends.					Attends most of the time.				Inconsistent attendance.		

## 19. Action on Absences

10	9	8	7	6	5	4	3	2	1	0	N
Always notifies in advance.			Notifies after the time.			Fails to notify absences.					

## 21. Overall, how would you assess the leadership potential of the participant.

Strong \_\_\_\_ Good \_\_\_\_ Fair \_\_\_\_ Needs More Development \_\_\_\_

## 22. Additional Comments: (Use back of page if needed).

## ASPIRA LEADERSHIP PROGRAM

### Program Evaluation Form for Counselors/Facilitators

The purpose of this evaluation is to assess the effect the LDP program has had on you as Leadership Counselor/Facilitator. Please answer the following questions as accurately and briefly as possible. Use the back of the page if you need additional space. Your answers will assist us in improving our program in years to come. You should return the complete form to Aspira of New York, Inc. by the end of the program year. Thank you for your assistance.

Name \_\_\_\_\_

Club \_\_\_\_\_

1. How have you changed since being involved with the program?  
(Check all that apply.)

- a. ☐ I have become more aware of myself and my identity.
- b. ☐ I have become more assertive.
- c. ☐ I have gained more insight into the historical development of my community.
- d. ☐ My understanding of current community issues has increased.
- e. ☐ My understanding of national policy issues has increased.
- f. ☐ I have gained more insight into issues affecting my community.
- g. ☐ I have expanded my network of contacts in the community.
- h. ☐ I am more committed to my community.
- i. ☐ I have become more involved in community issues.
- j. ☐ I am following community issues more closely.
- k. ☐ I have better defined my career/profession goals.
- l. ☐ I have refined my skills in working with youth.
- m. ☐ I have seen no noticeable benefits.
- nn ☐ Other (please specify): \_\_\_\_\_

3. As a staff development component, the LDP includes training sessions for counselor/facilitators twice a year. What benefits have you received from these training session?
- a. ☐ I have gained a better understanding of youth learning processes.
  - b. ☐ I have gained greater appreciation for how one becomes aware, analyzes and takes action.
  - c. ☐ I have gained a better understanding of community issues affecting the Latino community.
  - d. ☐ I have learned the implications of the counselor/facilitator's role in experiential learning exercises and how to translate that knowledge to the work place.
  - e. ☐ I have expanded my network of contacts at the city-wide level.
  - f. ☐ I have gained more insight into program implementation procedures.
  - g. ☐ I have benefited from information sharing among counselor/facilitators.
  - h. ☐ I have seen no noticeable benefits.
  - i. ☐ Other (please specify):  

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4. Would you recommend participation in the program to your peers? Please explain
- a. ☐ Yes
  - b. ☐ No
5. What recommendations would you make to improve the program in future years?
6. Additional comments:

**ASPIRA LEADERSHIP PROGRAM**  
**Student Evaluation Form - Leadership Curriculum**

The purpose of this form is to assess the outcome of the Leadership Curriculum of the Aspira Leadership Program. The first set of questions refers to specific aspects of the program. The second set of questions addresses your views, behaviors, and future personal and career goals as a result of your participation in the program. Please answer these as accurately and briefly as possible. Use the back of the page if you need additional space. Your answers will be strictly confidential and will assist us in improving our program in years to come. Thank you for your assistance.

Name of Student \_\_\_\_\_

Club \_\_\_\_\_

1. The following topics were discussed as part of the Leadership Curriculum. Indicate with a check mark your level of satisfaction with the knowledge and skills that you acquired.

**Content Knowledge:**

	<u>Scale:</u>			
	Very Satisfied	Moderately Satisfied	Not Satisfied	Not Offered
a. About yourself, your identity.	___	___	___	___
b. About your values, opinions.	___	___	___	___
c. About values and role of others in your community.	___	___	___	___
d. About the history of your community.	___	___	___	___
e. About the leadership in your community.	___	___	___	___
f. About current events/issues.	___	___	___	___
g. About community groups/organizations.	___	___	___	___
h. About your elected officials.	___	___	___	___
i. About pressure/advocacy groups.	___	___	___	___
j. About the media and its role in policy/community issues.	___	___	___	___
k. Other (please specify): _____	___	___	___	___

Skills in:

	<u>Scale:</u>			
	Very Satisfied	Moderately Satisfied	Not Satisfied	Not Offered
a. Group work.	—	—	—	—
b. Community assessment.	—	—	—	—
c. Communication.	—	—	—	—
d. Public speaking.	—	—	—	—
e. Debating.	—	—	—	—
f. Research.	—	—	—	—
g. Analyzing and synthesizing ideas.	—	—	—	—
h. Decision making.	—	—	—	—
i. Setting goals, mobilizing and organizing others into action.	—	—	—	—
j. Problem posing/ problem solving.	—	—	—	—
k. Locating and using resources.	—	—	—	—
l. Other (please specify): _____	—	—	—	—

2. The program was reinforced by complementary activities such as those that appear below. Please indicate your level of satisfaction with these activities.

	<u>Scale:</u>			
	Very Satisfied	Moderately Satisfied	Not Satisfied	Not Offered
a. Speakers.	—	—	—	—
b. Field trips.	—	—	—	—
c. Conferences and seminars.	—	—	—	—
d. Other (please specify): _____	—	—	—	—

3. Were you satisfied with your counselor/facilitator's role in the following areas?

		Scale:			
		Very Satisfied	Moderately Satisfied	Not Satisfied	Not Offered
a.	As facilitator of content discussion.	—	—	—	—
b.	In her/his planning of complementary activities.	—	—	—	—
c.	In her/his organization of group discussions.	—	—	—	—
d.	In her/his interaction with participants.	—	—	—	—

4. What aspects of the Leadership Curriculum did you like best? (Rank in order, using 1 for the best 2 for the second best, and so on.)

- a. — Group meetings, content discussions.
- b. — Skill building activities.
- c. — Speakers.
- d. — Field trips.
- e. — Conferences and seminars.
- f. — Other (please specify): \_\_\_\_\_

5. What aspects of the Leadership Curriculum could be improved? (Check all that apply.)

- a. — Group meetings, content discussions.
- b. — Skill building activities.
- c. — Speakers.
- d. — Field trips.
- e. — Conferences and seminars.
- f. — Other (please specify): \_\_\_\_\_

## 6. Why did you enroll in this program? (Check all that apply.)

- a. ☐ I wanted to be a part of a group in my school.
- b. ☐ I wanted to learn more about my community and its history.
- c. ☐ I wanted to develop my leadership skills.
- d. ☐ I wanted to learn how to affect change in my community.
- e. ☐ My friends are involved in the program.
- f. ☐ Other (please specify): \_\_\_\_\_

## 7. What benefits did you receive from the program. (Check all that apply.)

- a. ☐ I have become more aware of myself and my identity.
- b. ☐ I have become more assertive.
- c. ☐ My academic achievement has improved.
- d. ☐ I am more committed toward my community.
- e. ☐ I have defined better my career/professional goals.
- f. ☐ I have become more involved in community issues.
- g. ☐ I am following community issues more closely.
- h. ☐ I have further developed my leadership skills.
- i. ☐ I have become more self-confident.
- j. ☐ I have seen no noticeable benefits.
- k. ☐ Other (please specify): \_\_\_\_\_

## 8. How are you planning to use the learning from this program? (Check all that apply.)

- a. ☐ At school.
- b. ☐ In working with a community group/organization.
- c. ☐ In the development of my career.
- d. ☐ In promoting a more active involvement of other youth in community issues.
- e. ☐ Other (please specify): \_\_\_\_\_



9. What future leadership positions would you like to perform? (Rank in order, 1 for the highest position you would like to achieve, 2 for the second highest position, and so on.)
- a. ☐ President of the United States.
  - b. ☐ State Governor/City Mayor.
  - c. ☐ Member of Congress/State Legislature/City Council.
  - d. ☐ Member, Board of Directors of an organization.
  - e. ☐ Executive Director of a non-profit organization.
  - f. ☐ Community leader.
  - g. ☐ President of a company.
  - h. ☐ Other (please specify): \_\_\_\_\_
10. As a result of the program, are you currently involved with a community group in which you were not involved before? (Check all that apply.)
- a. ☐ Aspira Club Federation.
  - b. ☐ LNEC Youth Council.
  - c. ☐ School government.
  - d. ☐ Local/State government.
  - e. ☐ Board of Directors; which? \_\_\_\_\_
  - f. ☐ Community group/organization; which? \_\_\_\_\_
  - g. ☐ Volunteer organization; which? \_\_\_\_\_
  - h. ☐ Advocacy organization; which? \_\_\_\_\_
  - i. ☐ Other (please specify): \_\_\_\_\_
11. Which of the following areas should be modified or improved in the future?
- a. ☐ Group meetings, content discussions.
  - b. ☐ Skill building activities.
  - c. ☐ Speakers.
  - d. ☐ Field trips.
  - e. ☐ Conferences and seminars.
  - f. ☐ Other (please specify): \_\_\_\_\_

12. Would you recommend this program to your peers?
- a. ☐ Yes
- b. ☐ No
13. Additional comments: (Use back of page if needed).

**ASPIRA LEADERSHIP PROGRAM**  
**Evaluation Form - Meetings/Workshops/Events**

Date: \_\_\_\_\_

Please fill this sheet out as completely and as accurately as you can. It will help the Club have better meetings/workshops/events in the future. Thank you.

1. List those things which you wanted to receive from this meeting/workshop/event. Check "yes" if you think we achieved those things; check "no" if you don't.

Things Expected:

Achieved?

Yes    No

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. State briefly what you think was the objective(s) of this meeting/workshop/event:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Do you think this meeting/workshop/event was worthwhile?      Yes    \_\_\_    No    \_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How well do you think the counselor/facilitator did his/her job?

Poorly \_\_\_\_\_ So-So \_\_\_\_\_ Well \_\_\_\_\_ Very Well \_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What did you like most about the meeting/workshop/event? \_\_\_\_\_

\_\_\_\_\_

6. What did you like least about it? \_\_\_\_\_

\_\_\_\_\_

Please complete the following sentences (7-9). Thanks.

7. During this meeting/workshop/event I felt \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. I learned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. I think other people in the group \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Do you have any suggestions on improving future meetings/workshops/events?

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ACADEMIC/EDUCATIONAL WORKSHOPS

EDUCATIONAL WORKSHOPS FOR ASPIRANTESTHE FRESHMAN-SOPHOMORE WORKSHOP

For first and second year high school students - (3 sessions).

Objectives

To have students plan their high school programs to insure their acceptance into the college or institution of their choice upon graduation, as well as have students appraise their abilities, achievements and interests in order to select a possible future career.

Session I - What is a Puerto Rican/Latino?

The "What is a Puerto Rican/Latino" session varies from the other sessions in that it is divided into three distinct parts.

The aims of this session are as follows:

1. To awaken in the students the knowledge that they are Puerto Ricans/Latinos.
2. To guide the students in beginning to realize the true problems that surround Puerto Ricans/Latinos in the United States and the manner in which they, as Puerto Ricans/Latinos, can affect the solution of these problems.
3. To arouse in the students a desire to learn further about the roots of their culture and their heritage.

The first part of this session deals with the students' attitudes. One way the counselor/facilitator can reveal the students' real attitudes is by stirring up their emotions, specifically their anger.

He/she can pretend that in the intimacy of the small workshop group they can admit the negative things that people say about Puerto Ricans/Latinos. The counselor/facilitator can talk about and seem to admit that these negative viewpoints of the Puerto Rican are true. He can introduce three stereotypes of the Puerto Rican/Latino: They come to the mainland to go on Welfare; they are not as intelligent as other students and pose problems for the Board of Education; they come to the United States, destroy property and create slums.

The counselor/facilitator should not permit the students to speak until he has finished with the three negative pictures although the students may appear angry and eager to speak. The counselor/facilitator should elaborate on each negative statement and reiterate that these statements are being admitted because there are no outsiders there.

When the counselor feels and senses that there is an adequate arousal of anger among the students he should permit them to respond. Some students will agree with the counselor on some points. Use one or two of the students' statements of self-hate to start the end of this part of the session. The end of this part of the session will consist of pointing out to the students that one should be prepared to answer these negative statements with actual facts about the situation.

With more sophisticated groups of youths this approach can be changed to a group dynamics session on the meaning of self-hate and why it happens to Puerto Ricans/Latinos.

Puerto Ricans/Latinos in the States and Their Problem should constitute the second part of the session. In this section the counselor can prepare a short presentation of facts about Puerto Ricans/Latinos in the United States, making certain to answer the stereotypes previously posed. This presentation should include information about the problems of Puerto Ricans/Latinos in the United States as well as some facts about migration/immigration.



The counselor/facilitator can secure information for this presentation for the following sources: "Puerto Rican Forum's Study of Poverty Conditions" (NY); "The New Comers" by Oscar Handlin; "Beyond the Melting Pot" by Nathan Glazer.

The Roots of Culture constitutes the third and final part of the session.

To vary the lecture type approach the counselor/facilitator can invite a member of the community to address a group, use a film, or use the blackboard to construct a chart. The chart, devised by the counselor/facilitator with the aid of the students, can have as a heading such questions as "What are the fields in which great people evolve?".

With the help of the students the counselor/facilitator should fill in the names of great men/women in the United States under each heading. After these names have been written out the counselor/facilitator is to request the names of great men/women from Puerto Rico/Latin America under each heading. The counselor/facilitator, of course, should make certain that he knows great men/women from each field and some information about each man/woman. The counselor/facilitator might end by pointing out the following:

- a) Puerto Ricans/Latinos speak a language dating back to the 11th century and there have been many great writers in the Spanish language comparable to the English writers, such as Cervantes, Calderon, Lopez de Vega from Spain; Enrique Laguerre, Rene Marquez, Alejandro Tapia from Puerto Rico; Julio Cortazar from Mexico; Gabriel Garcia Marquez from Colombia and Mario Vargas Llosa from Peru.
- b) Puerto Rico/Latin America have a culture which is derived from the Indians who inhabited the Island/Continent before Columbus' discovery; Spaniards and other Europeans who settled and populated the territory; and Blacks from Africa who were brought in during the slavery period. This combination has formed a distinct culture with expression in the artistic, musical, political fields, along with distinct sets of values.
- c) There is a history of events that dates from before the founding of Jamestown and that this history contains heroes, events and developments that have occurred on our places of origin; and that we, Puerto Ricans/Latinos in the United States, are direct beneficiaries of all that preceded our arrival to the United States.

Session II - My High School Plans

The aim of this session is to familiarize the students with the various courses offered in high school and where they lead. The functions of the various members of the high school faculty should be explained to the participants. It is suggested that either the counselor/facilitator or a guest speaker thoroughly knowledgeable in college admissions procedures, as well as high school administration and curriculum, deliver the presentation for this session.

The guest speaker or the counselor/facilitator should clearly define the different types of high school courses and where they lead academically and occupationally. The snap course may prove useless for college admission credit. A flyer listing specific courses for each diploma should be distributed by the counselor.

The speaker should explain that placement in the various courses is determined by reading grade, counselor recommendations, students' preference, and high school grades. The speaker should also tell the students what recourse they have, if they are not satisfied with their course placement and want to make a change.

Students should be advised to make an appointment with their guidance counselors to discuss the possibility of a program change if it is needed. Explain that the high school guidance counselor is there to serve the students and to help them with any problems that they might be encountering in school.

The counselor/facilitator should distribute Cumulative Record Cards to the students. The speaker should explain that every student has a cumulative record on file. The important areas of the card should be explained, including absent-late record; grades in subjects; extra curricular activities; character ratings; hobbies; and jobs.

The importance of these areas should be discussed in terms of admissions to institutions of higher learning and job recommendations.

After a short recess the students should scan the flyer describing the specific courses required for diplomas. (Counselors/facilitators can secure copies of these records from the high schools.) The counselor/facilitator and/or speaker should assist the students in determining what courses they still need to take in order to receive the diploma they

~~want~~

The following areas should also be covered in the speaker's address.

- 1) The importance of education.
- 2) The preliminary Scholastic Aptitude Test and the advantages of taking this test in the junior year, as well as on any other exam offered by the local education system.
- 3) The importance of reading grades and how they can be improved by attending after school tutorial programs.
- 4) State Scholarship Programs such as the New York state Regents Exams and their implications.

The speaker should distribute flyers with information on the various examinations after he has explained their importance. Students should be given an opportunity to look through the pamphlets on the PSAT, and the speaker should go through sample test questions with the students.

The counselor/facilitator, in preparing the workshop, might prepare a flyer on study hints which should be distributed to the students for their information and use. The importance of good studying habits should be stressed. Students must understand that studying and doing homework are not merely a matter of copying words and reading but of actually comprehending and assimilating the meaning of the written words. This seems elementary but it is not always understood.

Students should plan for the extra curricular activities in high school that would be beneficial for college admissions. Aspira brochures should be distributed.

Material necessary for session:

- PSAT booklets.
- Flyer on how to study.

- Aspira brochures.
- Description of courses required for the various diplomas offered by the school system.
- Worksheet for course requirements (counselor/facilitator is responsible for compiling this sheet after conferring with member of the local school system).

### Session III - Choosing an Occupation

The aim of this session "Choosing and Occupation" is as follows:

1. Make students aware of changes in occupations and how science and automation affect these changes. The growth and decline of some occupations.
2. Make them realize the need for an academic or technical course in high school, which would prepare them for college or other advanced studies.
3. Stress the importance of a liberal arts education at the college level to allow flexible planning for a choice of occupations, and avoid the dangers and limitations of a specialized or too narrow program.
4. Make them aware of some factors influencing vocational goals: intelligence, potential, special talents, personality, interests and values.
5. Make them realize the importance of personal discipline, good study habits, readiness to accept responsibility.
6. Aid them in getting career information using pamphlets, libraries, occupational handbooks, visits to hospitals, schools, agencies, etc.

Either the counselor/facilitator in charge or a speaker who is knowledgeable in the employment opportunities for young people should conduct the first part of the session. The speaker should discuss job opportunities in terms of the great need for education in preparing for entrance into the labor market. The speaker should use the blackboard and with the help of the students make two lists; one of jobs requiring only a high school diploma and one of jobs requiring an education beyond high school.

The speaker should emphasize the fact that students should think in broad terms when planning for a career. They should think in terms of areas such as business, health, careers, liberal arts, science. It is suggested that students discuss their career plans with their parents, friends, guidance counselors and teachers.

The opportunities for summer employment should be discussed. The students should realize:

- 1) That there are opportunities available that may give them further exposure or experience in the areas they've chosen as their possible career such as for nursing, being a hospital aide or volunteer, for teaching, being a Headstart aide.
- II) That they should begin to save for college because they will be asked to make a contribution towards their tuition.

Students should be given time to look through the available materials on careers, and to discuss their choice of career.

Time should be set aside for evaluating the workshop. The evaluation can begin verbally but should include the filling out of an evaluation form. The purpose of the evaluation is to learn if the workshop has really served its purpose in helping the students plan their high school course of study in terms of their future occupational goals.

Material necessary for session:

- The Occupational Handbook - U.S. Department of Labor
- Pamphlets and booklets on careers such as the New York Life Insurance Services on Careers.
- Workshop Evaluation Forms.

THE JUNIOR-SENIOR WORKSHOP

For third and fourth year high school students. (4 sessions)

Objectives

The aim of the Junior-Senior Workshop is to assist the students in devising a practical plan to continue their education beyond high school and to motivate them to enter the professions, business, artistic and technical fields.

This plan should include preparation of a college budget. The Aspirante should come away with some knowledge about admissions and financial aid requirements. Junior and senior high school students are given a series of

four workshop sessions where they obtain the information and stimulus necessary to work out their future educational plans. The four sessions of the Junior-Senior Workshop fall under the headings of:

1. The role of the Puerto Rican/Latino in the United States.
2. How to prepare for post-secondary education.
3. Financial aid information.
4. Choosing a career.

The students who have been assigned a workshop after intake are to be sent flyers at least ten days before the first session, notifying them of the time, place, and date of the four sessions.

#### Session I - What is a Puerto Rican/Latino?

The "What is a Puerto Rican/Latino" session varies from the other sessions in that it is divided into three distinct parts.

The aims of this session are as follows:

1. To awaken in the students the knowledge that they are Puerto Ricans/Latinos.
2. To guide the students in beginning to realize the true problems that surround Puerto Ricans/Latinos in the United States and the manner in which they, as Puerto Ricans/Latinos, can affect the solution of these problems.
3. To arouse in the students a desire to learn further about the roots of their culture and their heritage.

The first part of this session deals with the students' attitudes. One way the counselor/facilitator can reveal the students' real attitudes is by stirring up their emotions, specifically their anger.

He/she can pretend that in the intimacy of the small workshop group they can admit the negative things that people say about Puerto Ricans/Latinos. The counselor/facilitator can talk about and seem to admit that these negative

viewpoints of the Puerto Rican are true. He can introduce three stereotypes of the Puerto Rican/Latino: They come to the mainland to go on Welfare; they are not as intelligent as other students and pose problems for the Board of Education; they come to the United States, destroy property and create slums.

The counselor/facilitator should not permit the students to speak until he has finished with the three negative pictures although the students may appear angry and eager to speak. The counselor/facilitator should elaborate on each negative statement and reiterate that these statements are being admitted because there are no outsiders there.

When the counselor feels and senses that there is an adequate arousal of anger among the students he should permit them to respond. Some students will agree with the counselor on some points. Use one or two of the students' statements of self-hate to start the end of this part of the session. The end of this part of the session will consist of pointing out to the students that one should be prepared to answer these negative statements with actual facts about the situation.

With more sophisticated groups of youths this approach can be changed to a group dynamics session on the meaning of self-hate and why it happens to Puerto Ricans/Latinos.

Puerto Ricans/Latinos in the States and Their Problem should constitute the second part of the session. In this section the counselor can prepare a short presentation of facts about Puerto Ricans/Latinos in the United States, making certain to answer the stereotypes previously posed. This presentation should include information about the problems of Puerto Ricans/Latinos in the United States as well as some facts about migration/immigration.

The counselor/facilitator can secure information for this presentation for the following sources: "Puerto Rican Forum's Study of Poverty Conditions" (NY); "The New Corners" by Oscar Handlin; "Beyond the Melting Pot" by Nathan Glazer.

The Roots of Culture constitutes the third and final part of the session.

To vary the lecture type approach the counselor/facilitator can invite a member of the community to address a group, use a film, or use the blackboard to construct a chart. The chart, devised by the counselor/facilitator with the aid of the students, can have as a heading such questions as "What are the fields in which great people evolve?".

With the help of the students the counselor/facilitator should fill in the names of great men/women in the United States under each heading. After these names have been written out the counselor/facilitator is to request the names of great men/women from Puerto Rico/Latin America under each heading. The counselor/facilitator, of course, should make certain that he knows great men/women from each field and some information about each man/woman. The counselor/facilitator might end by pointing out the following:

- a) Puerto Ricans/Latinos speak a language dating back to the 11th century and there have been many great writers in the Spanish language comparable to the English writers, such as Cervantes, Calderon, Lopez de Vega from Spain; Enrique Laguerre, Rene Marquez, Alejandro Tapia from Puerto Rico; Julio Cortazar from Mexico; Gabriel Garcia Marquez from Colombia and Mario Vargas Llosa from Peru.
- b) Puerto Rico/Latin America have a culture which is derived from the Indians who inhabited the Island/Continent before Columbus' discovery; Spaniards and other Europeans who settled and populated the territory; and Blacks from Africa who were brought in during the slavery period. This combination has formed a distinct culture with expression in the artistic, musical, political fields, along with distinct sets of values.
- c) There is a history of events that dates from before the founding of Jamestown and that this history contains heroes, events and developments that have occurred on our places of origin; and that we, Puerto Ricans/Latinos in the United States, are direct beneficiaries of all that preceded our arrival to the United States.

#### Session II - How to Prepare for Post-Secondary Education

The aim of this session is to make students aware of general admissions criteria set by universities and colleges.



This session can be either conducted by the counselor/facilitator in charge or shared by the counselor and a guest speaker. The guest speaker should be a high school college placement counselor or a member of a college faculty, preferably a counselor in an admissions office or a curriculum counselor on the college level.

The speaker should describe the various criteria used by colleges in admissions procedures. The speech is best kept brief, no longer than 20 minutes. His talk should cover the following points:

1. Specific subjects and credits necessary for the various types of diplomas. (Flyers should be made available to the students.)
2. Differences among the various types of colleges, universities and training programs should be explained, including municipal and private colleges, community colleges, state universities and colleges, vocational and technical schools, and training programs. (Flyers explaining the different types of colleges should be placed in students' kits.)
3. An explanation and an interpretation of the SAT and PSAT tests and scores. A discussion of how to prepare for the exams along with examples of test questions.
4. The importance of extra-curricular activities (such as Aspira Clubs), personality traits, and attendance record in college admissions.
5. The transfer policies of community and junior colleges, to other higher institutions of learning.

Material necessary for session:

- College catalogues.
- Practice books of SAT.
- Fact sheets on college boards.
- Choosing a college (flyers)
- List of colleges which sent representatives to previous years college interview meeting.
- Information bulletin of the college boards, SAT Achievement Test Bulletin.
- Student Information Act.
- Flyer describing different types of diplomas.
- Flyer describing different types of post-secondary schools and training programs.

Session III - Financial Aid and Post-High School Education Plan

The aim of this session is to ensure that each student prepares an educational plan. The session should explore types and sources of financial aid making it possible for each student to be able to work out his budget.

The College Plan session should be conducted by either the counselor in charge or a high school or college counselor.

The difference between, as well as the advantages and disadvantages of the municipal, community, junior, state, religiously-affiliated and private coed and non-coed colleges, should be covered along with the different qualifications for each.

The main stress of this session should be on loans and scholarships and how a budget can be worked out. The counselor should use the blackboard and work out an imaginary budget. The students are free to ask about the various sources of loans, how to secure applications, and how one selects references. The students should be permitted some time to study a loan application form, confidential parents' statement and to ask questions about areas that are unclear to them.

After the recess the students should be given two copies of "My College Plan", a flyer.

The students should be permitted time to look through the catalogues and other materials. The counselor should be available to help the students fill out the forms. The forms are to be appraised by the counselor. The students keep one copy of each form and the counselor keeps the other copies for the students' files.

The financial aid section of this workshop should include a detailed explanation of the financial aid available in your state. Said information should include a description of the following:

1. Federal Program:

- a. Loans: Such as the National Defense Student Loan, Federal Nursing loans, etc.

- b. Grants and Scholarships: Such as the Educational Opportunity Grant, Nursing Scholarships, Social Security benefits, War Orphans Educational Assistance, etc.
- c. Part-time Work: College work-study program, etc.
- 2. State Programs:
  - a. Loans: Guaranteed State Loans
  - b. Scholarships and Grants
- 3. Institution Programs:
  - a. Loans.
  - b. Scholarships.
  - c. Part-time College Work.

The importance of filing Parents' Confidential Statement must be emphasized. The counselor/facilitator should distribute copies and discuss the procedure to be followed in filling it out. The student should be advised to bring the completed P.C.S. to his counselor at the follow-up meeting so that the counselor may review it for possible errors. The manner in which the P.C.S. is filled out may determine the amount of financial aid the student will receive.

Material necessary for session:

- College Scholarship Guide.
- Guide to the Two-Year College.
- School Catalogues.
- Flyers: Financing an Education.
- CEEB, the College Handbook.
- Material on financial aid plus any other pamphlets or booklets, etc.

Session IV - Choosing an Occupation

The aim of this session "Choosing and Occupation" is as follows:

- 1. Make students aware of changes in occupations and how science and automation affect these changes. The growth and decline of some occupations.
- 2. Make them realize the need for an academic or technical course in high school, which would prepare them for college or other advanced studies.
- 3. Stress the importance of a liberal arts education at the college level to allow flexible planning for a choice of occupations, and avoid the dangers and limitations of a specialized or too narrow program.

4. Make them aware of some factors influencing vocational goals: intelligence, potential, special talents, personality, interests and values.
5. Make them realize the importance of personal discipline, good study habits, readiness to accept responsibility.
6. Aid them in getting career information using pamphlets, libraries, occupational handbooks, visits to hospitals, schools, agencies, etc.

Either the counselor/facilitator in charge or a speaker who is knowledgeable in the employment opportunities for young people should conduct the first part of the session. The speaker should discuss job opportunities in terms of the great need for education in preparing for entrance into the labor market. The speaker should use the blackboard and with the help of the students make two lists; one of jobs requiring only a high school diploma and one of jobs requiring an education beyond high school.

The speaker should emphasize the fact that students should think in broad terms when planning for a career. They should think in terms of areas such as business, health, careers, liberal arts, science. It is suggested that students discuss their career plans with their parents, friends, guidance counselors and teachers.

The opportunities for summer employment should be discussed. The students should realize:

- 1) That there are opportunities available that may give them further exposure or experience in the areas they've chosen as their possible career such as for nursing, being a hospital aide or volunteer, for teaching, being a Headstart aide.
- 2) That they should begin to save for college because they will be asked to make a contribution towards their tuition.

Students should be given time to look through the available materials on careers, and to discuss their choice of career.

Time should be set aside for evaluating the workshop. The evaluation can begin verbally but should include the filling out of an evaluation form. The purpose of the evaluation is to learn if the workshop has really served its purpose in helping the students plan their high school course of study in terms of their future occupational goals.

Material necessary for session:

- The Occupational Handbook - U.S. Department of Labor
- Pamphlets and booklets on careers such as the New York Life Insurance Services on Careers.
- Workshop Evaluation Forms.

FOLLOWING-UP A WORKSHOP

The counselor/facilitator should schedule a follow-up appointment with each participant at the end of the last session of the workshop to review the participant's plans. Many problems can be uncovered during this session which did not emerge during the group sessions and they should be noted, along with recommendations in the participant's file.

If necessary, the counselor/facilitator could assign a few things the student should follow-up as part of his education plan.

## THE AREYTO CERIMONY

THE AJEYTO

In this ceremony, the leaders of the Aspira movement take an oath of commitment to work for the achievement of Aspira's goals no matter what hard work and sacrifices it will require of them.

The idea is taken from a Taino Indian ceremony where the leaders sang of the great deeds of their heroes. It has been developed by each generation of Aspirante leaders until today it is a tradition. The A.C.F. membership committee and board of Directors are responsible for planning and conducting it.

The program consists of:

- a) The opening talk by the Executive Director of the agency which sets a tone of solemnity and explains the purpose of the ceremony.
- b) The president of the A.C.F. is initiated, with the Executive Director giving him/her the oath.
- c) The newly initiated president of the A.C.F. then gives the initiation oath to all officers of clubs, grouped by office.
- d) The A.C.F. president accepts the oath and all present stand and answer.
- e) The A.C.F. president closes the ceremony with a brief message.

#### Conducting the Areyto Ceremony

The Areyto is a secret ceremony in which the leaders of the Aspira movement are initiated every year. They take an oath of commitment to work for the achievement of the objectives of the movement no matter what hard work and sacrifices it will require of them. The oath is taken by candlelight, and spoken in Spanish to give added importance to both the oath and the language.

#### The General Initiation

This ceremony is held to initiate each club. The president of the club presents a request to initiate his/her club consisting of so many members. The president of the A.C.F. then initiates the club by hearing their oath all together, and presenting their membership pins. At the end all initiated clubs stand and receive the acceptance from the president and are accepted into the A.C.F.

This ceremony is festive, rather than solemn. A prominent political official or community leader is usually invited to speak. There are often short speeches which state the priorities and objectives for the next year, mark the strength existing in the group and request everyone's efforts in accomplishing the goals of the coming year. The group should emerge ready to act, impressed with their strength and motivated to change their problems -- specifically those pinpointed as the targets for the year.



### AREYTO CEREMONY

Certain materials, certain physical conditions, and certain symbols and rituals are needed for the ceremony.

#### Materials needed:

1. A long presiding table where the Board of Directors of the A.C.F. will be seated with the Executive Director of Aspira and the community organizer who coordinates the work of the A.C.F.
2. A white table cloth on the table.
3. A large, thick candle in a candle-holder.
4. Two pieces of velvet or velour royal blue cloth on each end of the table where the small candles for each leader are placed.
5. A pen and a book to sign where all the Aspirante leadership who has been initiated in an Areyto has signed each year. The book should be bound in royal blue cover.

On the center of the table are arranged the white carnations and pins for each leader to receive.

#### Symbols:

Flags - the flags of each club are arranged behind the table to decorate the room.

#### The colors and the flowers.

Blue for the sky, the top, the most.

Yellow or gold for the pursuit of excellence.

Carnations (claveles) for our Spanish language. (La clave de nuestra union).

#### The pin

It is purchased by the Aspirantes so that it has a value and any profits go into the A.C.F. treasury. It will identify Aspirantes wherever they are and mean to one another a brotherhood or sisterhood. It should be worn with pride on special occasions. It should not be given to persons who do not belong to the movement.

The candles

The passing of the light of love and dedication in taking light from the central flame. This is a symbolic act which means the incorporation into one's feelings and thoughts of all the concepts of the Aspira movement. Each Aspirante keeps his small candle on remembrance of the day.

The ceremony of the oath is taken with the lights off using only the light of the candles.

THE INITIATION OATHJURAMENTO PARA LA INICIACION AREYTOFRATERNIDAD DE LOS CLUBES DE ASPIRA

(EL JURAMENTO SE TOMA CON LA MANO DERECHA LEVANTADA)

YO, \_\_\_\_\_ POR VOLUNTAD PROPIA, ME  
COMPROMETO, MEDIANTE ESTE AREYTO ANTE ESTOS TESTIGOS MIS HERMANOS DE  
FRATERNIDAD, A BUSCAR EN MI VIDA PERSONAL Y PROFESIONAL, LA  
REALIZACION DE LOS IDEALES DE ASPIRA, QUE SON:

- LA ARMONIA ENTRE LOS PUERTORRIQUENOS, DE MEJORAS MORALES Y MATERIALES PARA LOS MIEMBROS DE ESTA FRATERNIDAD, DE DEFENSA DE LOS DERECHOS Y PRERROGATIVAS DE LA CULTURA PATRIA EN PROVECHO DE TODOS, DE FOMENTO DEL ESTUDIO Y DEL ESFUERZO, CONSAGRACION A LA TAREA DE ESTIMULAR EN MI Y EN LOS OTROS LA EXCELENCIA EN EL CAMPO DE LAS LETRAS, DE LAS CIENCIAS, DE LAS ARTES, Y DE LOS OFICIOS, PARA SERVICIO A NUESTRA COMUNIDAD EN NUEVA YORK Y EN DONDEQUIERA QUE NOS ENCONTREMOS, COLABORACION CON LOS MIEMBROS DE LA COMUNIDAD PARA EL MAYOR ENALTECIMIENTO DE PUERTO RICO, Y CON LOS MIEMBROS DE ESTA FRATERNIDAD PARA QUE A TRAVES DE CORDIALES RELACIONES DE COMPANERISMO E INTELIGENCIA PODAMOS REALIZAR UNA LABOR CUYO EXITO ESTARA SIEMPRE DESINTERESADAMENTE DEDICADO A LA COMUNIDAD HISPANA.

- SELLO ESTAS PALABRAS CON LA ALEGRIA Y CLARIDAD DE ESTA LUZ (ENCIENDE LA VELA) QUE SIMBOLICAMENTE REPRESENTA PARA MI LA ALEGRIA Y CLARIDAD DE LA INTELIGENCIA. AL APAGAR MI VELA INCORPORO A MI ESPIRITU LA LUZ DE ESTA LLAMA QUE ARDERA EN MI CORAZON PARA SIEMPRE Y QUE JAMAS SE EXTINGUIRA MIENTRAS VIVA; LLAMA DE CONOCIMIENTO QUE SABRE USAR CON DIGNIDAD Y AUTORIDAD.
  
- ACEPTEN DE MI ESTE CLAVEL QUE SIMBOLICAMENTE REPRESENTA LA EXCELENCIA QUE USTEDES HAN DEMOSTRADO Y ACEPTEN CON ELLA LA OBLIGACION DE CONTINUAR COMO PUERTORRIQUENOS ESA LABOR DE EXCELENCIA EN SU VIDA ESPIRITUAL Y COMUNAL.
  
- ACEPTAN?
  
- ACEPTAMOS!
  
- GIVE FLOWERS TO MEMBERS.